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ABSTRACT

These experimental curriculum materials for one of five clusters developed for the occupational orientation program in Illinois include a series of learning activity packages (LAPs) designed to acquaint the student with the wide range of occupational choices available in the personal and public service occupations field. The 29 LAPS, each focusing on a different occupation, are grouped under 11 categories: (1) Personal and Public Service Occupations (General), (2) Hospitality Careers, (3) Clothing Management, Production, and Service Careers, (4) Personal Services, (5) Institutional and Home Management Careers, (6) Home Furnishings, Equipment, and Services Careers, (7) Human Development Service Careers, (8) Protection Service Careers, (9) Transportation Careers, (10) Government Careers, and (11) Personal and Public Service Occupations (General). Each LAP identifies the category, the focus, the activity, and the objective. It lists the equipment, supplies, and forms needed, states the rationale, and describes the suggested procedure and alternate activities. The activities are designed to give students the opportunity to research, observe, and gain hands-on experience in representative jobs within the career field. This document contains the Student Awareness/Attitude Inventory, and guidelines for developing pre-post assessment tests. Seven student forms, and lists of 33 references and of 64 addresses for obtaining resources are appended. (HD)

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# OCCUPATIONAL ORIENTATION

## PERSONAL AND PUBLIC SERVICE OCCUPATIONS

Illinois Office of Education
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Springfield, Illinois 62777

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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# INTRODUCTION

The Personal and Public Service Occupations cluster is one of five clusters developed for the occupational orientation program in Illinois. The other four clusters are: Health Occupations; Business, Marketing, and Management Occupations; Industrial Oriented Occupations; and Applied Biological and Agricultural Occupations.

Each cluster consists of a series of learning activity packages (LAPs), teacher references, and career resources. The purpose of the LAPs is to acquaint students with the wide range of occupational choices available within each career cluster field. By participating in the activities, students are given the opportunity to research, observe, and gain hands-on experience in representative jobs within the career field.

Accompanying these cluster materials is the Teacher's Guide to Occupational Orientation. The guide provides an overview of the occupational orientation program in Illinois, suggestions to teachers for implementing a variety of instructional strategies contained in the cluster (field trips, simulations, use of resource persons, and in-class projects), and a Career Exploration Package on interviewing techniques which lays a basic foundation for the learning activity packages within each cluster. It is strongly recommended that teachers use the Teacher's Guide in conjunction with the teaching of the cluster.

Also included in the Teacher's Guide, and duplicated here, are 1) guidelines for developing pre-post assessment tests and 2) a Student Awareness/ Attitude Inventory that can be administered at the beginning of the cluster course.

## Guidelines for Developing Pre-Post Assessment Tests

Measuring student knowledge before, during, and after teaching the cluster materials is an important ingredient to the success of the occupational orientation program. Testing allows both the teacher and the student to know what material is going to be covered in one or more LAPs and also to know what material has and has not been learned upon the completion of the activity.

The learning activity packages contained in the cluster materials lend themselves particularly well to this kind of student evaluation. Since an integral part of each LAP is the LAP objective, tests can be developed to measure on a pre-post basis how well each student has mastered the skill or knowledge taught during the activity.

Tests that evaluate students in this way are called criterion-referenced tests. These tests are simply a measure of what the student knows or can do, given the conditions, performance, and standards stated in the objective. Examples of situations in which

pretests and posttests could be used effectively in the teaching of this cluster are:

- before and after a field trip to a local museum
- before and after class presentations on clothing occupations
- before and after the teaching of a series of LAPs on protection service careers
- before and after the teaching of the entire cluster on Personal and Public Service Occupations (see LAP 1 for a sample pre-posttest for the cluster)

In each of these situations a pretest serves several useful purposes. Students are given an overview of the kinds of things that will be covered during the lesson or course and what they will be expected to know upon its conclusion. Teachers can discover, by examining the results of the pretests, areas in which students are strongest, as well as areas in which intensive instruction will be required.

By comparing the pretest results with those of the posttest, each student and the teacher learn which skills and knowledge have been mastered or not mastered for a single LAP, a series of related LAPs, or the entire course. Through the evaluation of pre- and posttest results, remediation activities can be planned, courses can be revised, and successful teaching strategies can be identified.

The procedures listed below are given here as an aid in developing tests in the Personal and Public Service Occupations cluster. The example given here deals with a single learning activity package; however, these same steps can be used for pre- and posttesting a series of related LAPs or for pre- and posttesting the entire cluster.

The teacher should also consult the series of Pre-Service Occupational Program (POP) Kits available from the Division of Adult, Vocational and Technical Education office in Springfield. Of particular importance are: Kit 3.1, Student Performance Objectives; Kit 3.3, Writing Sets of Objectives; Kit 5.1, Test Item Writing; and Kit 5.2, Student Performance Evaluation.

Develop one or more performance objectives based on a LAP objective. Every learning activity package in the cluster is preceded by a general learning objective, i.e. a statement of what the student should be able to do upon completion of the activity. The specific activity described in LAP 12, for example, is the showing of filmstrips on clothing occupations. The objective for LAP 12 is: "At the conclusion of this lesson, the student will be able to list at least 10 careers in the clothing occupations area and state the main job tasks and responsibilities of each career according to the filmstrips."

This general learning objective can be broken down into several more specific performance objectives: 1) "Given three filmstrips on clothing occupations and a list of 20 careers, the student will be able to select the 10 careers that are found in the clothing occupations field," 2) "Given a list of 10 careers in the clothing occupations field, the student will be able to name two job tasks for each career," 3) "Given the name of one career in the clothing occupations field, the student will be able to select from a list of five job tasks, the task which pertains to that career."

Notice that for each of the performance objectives, three components were presented: the conditions ("given a list" or "given three filmstrips"), the performance required of the student ("will be able to select from a list of five job tasks, the task which pertains to that career") and the standard of performance required (selecting one task from a list of five). A well-written performance objective always contains these three components stated in concrete, measurable terms.

Rank the performance objectives by importance. Before writing test items, the relative importance of each of the performance objectives should be decided. For a single learning activity package this decision is usually not too difficult to make. In LAP 12, for example, you may decide that the performance objective dealing with the selecting of 10 careers in the clothing occupations field is the most important, while the other two objectives are of lesser importance. When you are trying to decide the importance of 20 or 30 performance objectives for a series of 10 learning activity packages, this task may be more difficult. However, the time will be well spent since such pre-instruction decisions on a series of LAPs will assist planning for teaching skills and knowledge most important for students to learn.

Decide how much testing time is available or desirable. Since the amount of testing time determines, in large part, the length of the test, you must decide how much time is available or desirable for testing. Testing time could range from a short 5 to 10-minute period for a pretest before a fire safety instructor comes to speak to the class to a 30- or 40-minute period for a posttest following instruction on the eight LAPs in hospitality careers. When you have decided the amount of testing time, you should be able to estimate the number of test items to be written.

Develop one or more test items to measure each performance objective. The first consideration is the number of test items to be designed for each objective. Having decided, for example, that the selecting of 10 careers in the clothing occupations field is the most important aspect of LAP 12, you will probably want to write a large proportion of the test items to measure that performance objective. A second consideration is the type or format of test item to select. For

ease of administration and evaluation of results, it is advised that group-administerable, multiple-choice items be used. Written responses to questions or individually administered items are much more difficult to score and evaluate and require an excessive amount of testing time.

## Administering the Student Awareness/Attitude Inventory

The student awareness/attitude inventory on the following pages should be given before instruction begins on any of the learning activity packages in the cluster. Two purposes are served by the inventory: 1) it can be used by the teacher to generate a general class discussion about careers and to establish a positive climate for occupational exploration in the Personal and Public Service Occupations field, and 2) it can serve as the basis for a personal career discussion between the student and his or her guidance counselor. Items 1-60 are specifically designed for general class discussion purposes and Items 61-102 are designed for career guidance discussions.

Through the combination of this inventory, other guidance activities, the cluster's learning activity packages, and the Career Exploration Package (see Teacher's Guide), it is hoped that the student will take responsibility for establishing his or her own career goals. The discussions which result from the administration of the inventory provide a useful starting point for identifying both awareness and attitudes in the occupational orientation program.

STUDENT AWARENESS/ATTITUDE INVENTORY

Name: _____

Directions: Listed below are a number of statements about work and choosing an occupation. Read each statement and decide whether you agree or disagree with it. Your answer should be as close as possible to what your true opinion is right now. There are no right or wrong answers. If you STRONGLY AGREE with the statement, circle SA; if you AGREE with the statement, circle A; if you are UNDECIDED, circle U; if you DISAGREE with the statement, circle D; and if you STRONGLY DISAGREE circle SD.

| | | |
|---|---|---|
| 1. | You have to know what you do well, and what you do not do well before you can choose an occupation. | SA A U D SD |
| 2. | Ask others about their occupations, but make your own choice. | SA A U D SD |
| 3. | It's unwise to choose an occupation until you have given it a lot of thought. | SA A U D SD |
| 4. | Once you make an occupational choice, you can't make another one. | SA A U D SD |
| 5. | In making an occupational choice, you need to know what kind of person you are. | SA A U D SD |
| 6. | A person can do anything he or she wants as long as he or she tries hard. | SA A U D SD |
| 7. | Your occupation is important because it determines how much you can earn. | SA A U D SD |
| 8. | In choosing an occupation, it is more important to know what you do well than to know what you like to do. | SA A U D SD |
| 9. | Plans which are indefinite now will become much clearer in the future. | SA A U D SD |
| 10. | Your parents probably know better than anybody which occupation you should enter. | SA A U D SD |
| 11. | Work is worthwhile mainly because it lets you buy the things you want. | SA A U D SD |
| 12. | Work is drudgery. | SA A U D SD |
| 13. | A person should not even try to decide upon an occupation because the future is so uncertain. | SA A U D SD |
| 14. | It's probably just as easy to be successful in one occupation as it is in another. | SA A U D SD |
| 15. | By the time you are 15 years old, you should have your mind pretty well made up about the occupation you intend to enter. | SA A U D SD |

16. There are so many things to consider in choosing an occupation, it is hard to make a decision. SA A U D SD

17. Sometimes you can't get into the occupation you want to enter. SA A U D SD

18. You can't go very far wrong by following your parent's advise about which occupation to enter. SA A U D SD

19. Working in an occupation is a lot like going to school. SA A U D SD

20. The best thing to do is to try out several occupations and then choose the one you like best. SA A U D SD

21. There is only one occupation for each individual. SA A U D SD

22. The most important consideration in choosing an occupation is whether or not you like it. SA A U D SD

23. Your interest in an occupation is not as important as whether you can do the work. SA A U D SD

24. You get into an occupation mostly by chance. SA A U D SD

25. It's who you know, not what you know, that's important in an occupation. SA A U D SD

26. You should choose an occupation which gives you a chance to help others. SA A U D SD

27. You should choose an occupation, then plan how to enter it. SA A U D SD

28. You should choose an occupation in which you can someday become famous. SA A U D SD

29. If you have some doubts about what you want to do, ask your parents or friends for advice and suggestions. SA A U D SD

30. Choose an occupation which allows you to do what you believe in. SA A U D SD

31. The most important part of work is the pleasure which comes from doing it. SA A U D SD

32. It doesn't matter which occupation you choose as long as it pays well. SA A U D SD

33. As far as choosing an occupation is concerned, something will come along sooner or later. SA A U D SD

34. I don't worry about choosing an occupation because I don't have anything to say about it anyway. SA A U D SD

35. The best occupation is one which is interesting. SA A U D SD

36. I really can't find any occupation that has much appeal to me. SA A U D SD

37. I have little or no idea of what working will be like. SA A U D SD

38. When I am trying to study, I often find myself daydreaming about what it will be like when I start working. SA A U D SD

| | | |
|---|---|---|
| 39. | If I go into the military, I think I'll wait to choose an occupation until I'm out. | SA A U D SD |
| 40. | When it comes to choosing an occupation, I'll make up my own mind. | SA A U D SD |
| 41. | I want to really accomplish something in my work—to make a great discovery or earn lots of money or help a great number of people. | SA A U D SD |
| 42. | As long as I can remember, I've known what job I wanted to do. | SA A U D SD |
| 43. | I can't understand how some people can be so set about what job they want to do. | SA A U D SD |
| 44. | My occupation will have to be one which has short hours and nice working conditions. | SA A U D SD |
| 45. | The occupation I choose has to give me plenty of freedom to do what I want. | SA A U D SD |
| 46. | I want an occupation which pays a lot of money. | SA A U D SD |
| 47. | I often wonder how successful I'll be in my occupation. | SA A U D SD |
| 48. | I know which occupation I want to enter, but I have difficulty in preparing myself for it. | SA A U D SD |
| 49. | I know very little about the requirements of occupations. | SA A U D SD |
| 50. | I want to continue my schooling, but I don't know what courses to take or which occupations to choose. | SA A U D SD |
| 51. | I spent a lot of time wishing I could do work that I know I cannot ever possibly do. | SA A U D SD |
| 52. | I'm not going to worry about choosing an occupation until I'm out of school. | SA A U D SD |
| 53. | If I can just help others in my work, I'll be happy. | SA A U D SD |
| 54. | I guess everybody has to go to work sooner or later, but I don't look forward to it. | SA A U D SD |
| 55. | I often daydream about what I want to be, but I really don't have an occupational choice. | SA A U D SD |
| 56. | The greatest appeal of an occupation to me is the opportunity it provides for getting ahead. | SA A U D SD |
| 57. | Everyone seems to tell me something different—until now I don't know which occupation to choose. | SA A U D SD |
| 58. | I have a pretty good idea of the occupation I want to enter, but I don't know how to go about it. | SA A U D SD |
| 59. | I plan to follow the occupation my parents suggest. | SA A U D SD |
| 60. | I seldom think about the occupation I want to enter. | SA A U D SD |

| | | | | | | |
|---|---|---|---|---|---|---|
| 61. | A college degree is necessary for the kind of work I want to do. | SA | A | U | D | SD |
| 62. | My father wants me to go to college. | SA | A | U | D | SD |
| 63. | My mother wants me to go to college. | SA | A | U | D | SD |
| 64. | I would be able to earn more money as a college graduate. | SA | A | U | D | SD |
| 65. | I want to learn more about the careers I might enter. | SA | A | U | D | SD |
| 66. | Marriage will help advance my career. | SA | A | U | D | SD |
| 67. | I enjoy learning. | SA | A | U | D | SD |
| 68. | My teachers think that I should go to college. | SA | A | U | D | SD |
| 69. | I feel athletics should be an important part of my education. | SA | A | U | D | SD |
| 70. | I'm influenced by many of my friends who are going to college. | SA | A | U | D | SD |
| 71. | Social activities are very important to my career goals. | SA | A | U | D | SD |
| 72. | I want to make good personal contacts for business or an occupation. | SA | A | U | D | SD |
| 73. | A college education would not help me to do the things I am most interested in. | SA | A | U | D | SD |
| 74. | I want to get a job and start earning a living as soon as possible. | SA | A | U | D | SD |
| 75. | I need to start earning a living in order to support myself immediately. | SA | A | U | D | SD |
| 76. | Continuing my formal education after high school would cost more than my parents could afford. | SA | A | U | D | SD |
| 77. | Continuing my formal education after high school would cost more than my parents are willing to pay. | SA | A | U | D | SD |
| 78. | My high school grades are too low to continue my education after high school. | SA | A | U | D | SD |
| 79. | I don't like to study. | SA | A | U | D | SD |
| 80. | I don't think I have the ability to continue my education after high school. | SA | A | U | D | SD |
| 81. | It would cost more than it is worth to me to continue my education after high school. | SA | A | U | D | SD |
| 82. | Earning a good income is important to me. | SA | A | U | D | SD |
| 83. | Having job security and permanence is important to me. | SA | A | U | D | SD |
| 84. | The work that I do should be important. | SA | A | U | D | SD |
| 85. | I want the freedom to make my own decisions in my job. | SA | A | U | D | SD |

86. In my job I should have the opportunity for promotion and advancement. SA A U D SD

87. Meeting and working with sociable, friendly people is important to me. SA A U D SD

88. If I could get better pay at another place, I would change jobs. SA A U D SD

89. If the work was not interesting enough, I would change jobs. SA A U D SD

90. If I could do more important work elsewhere, I would change jobs. SA A U D SD

91. If I had a poor supervisor, I would change jobs. SA A U D SD

92. If I didn't like my co-workers, I would change jobs. SA A U D SD

93. If I did not receive expected promotions or salary increases, I would change jobs. SA A U D SD

Directions: Read each question and circle the letter that answers the question for you.

94. Do you think you will quit high school before you graduate?

A. I will definitely leave.
B. I am likely to leave.
C. I don't know.
D. I am likely to stay.
E. I will definitely stay.

95. After you graduate from high school, what do you plan to do?

A. I will get a job.
B. I will go to vocational, technical, or business school.
C. I will go to junior college.
D. I will go to college.
E. I don't know.

96. If you go to college when do you plan to start?

A. right after high school.
B. after completing military service.
C. after I have worked for a few years.
D. my plans are not definite.
E. I definitely do not plan to attend college.

97. How much education do your parents or guardians want you to have?

A. They don't care whether I stay in school.
B. high school only
C. vocational school, business school, or junior college
D. college degree
E. I don't know.

98. How much education are most of your friends planning to obtain?

A. They are planning to quit high school.
B. They are planning to complete only high school.
C. They are planning to obtain vocational school, business school, or junior college training.
D. They are planning to obtain four-year college training.
E. I don't know.

99. How many different occupations have you seriously considered entering?

A. none
B. one
C. two
D. three
E. four or more

100. How definite is your present choice of an occupation?

A. I have made a definite choice.
B. I have made a likely choice.
C. I am undecided about my future occupation.

101. What grade were you in when you decided upon your present choice of an occupation?

A. I have not decided upon an occupation.
B. sixth grade or earlier
C. seventh or eighth grade
D. ninth grade
E. tenth grade

102. What three jobs would you like to have someday? Write your first, second, and third choice below.

_____

_____

_____

Occupational Orientation
Personal and Public Service Occupations Cluster

## LEARNING ACTIVITY PACKAGE 1

Category: Personal and Public Service Occupations (General)

Focus: Determination of Initial Student Knowledge Level

Activity: Administer Pretest

Objective: At the conclusion of this lesson, the student will have demonstrated in pretest scores his/her initial level of knowledge about personal and public service occupations.

EQUIPMENT, SUPPLIES AND FORMS

1. One copy of Pre/Posttest per student. (See sample in this learning package.)
2. One Answer Sheet per student. (See sample in this learning package.)
3. Key to Pretest. (See sample in this learning package.)
4. Pencils.
5. One copy of Career Word Puzzle per student. (See sample in this learning package.)
6. Key to Word Puzzle. (See sample in this learning package.)

RATIONALE

The purpose of this activity is to determine how much information each student knows about personal and public service occupations prior to participating in this cluster. Instructions for administering the same test as a posttest are provided in LAP 29.

SUGGESTED PROCEDURE

1. At the beginning of class, distribute the answer sheets to the class.
2. Announce to the class that they will be taking a pretest to measure the amount of information they have at present about personal and public service occupations. Require each student to complete the test, but in no way use the score in determining that student's grade in the cluster. Record the scores only so they can be compared at the end of the cluster with the posttest scores. Encourage students to do as well as they can on the test and to guess if they aren't sure of the correct answers. One fifty-minute period is needed to administer the pretest. Collect all tests and answer sheets.
3. It is recommended that the teacher provide the students who finish early with a career-related activity. Enclosed in this learning activity package is a Career Word Puzzle. Any similar material can be substituted by the teacher (i.e., articles to read, crossword puzzles, exercises, etc.). The teacher might want to award bonus points for these activities or can provide them purely for student enjoyment and stimulation.
4. The pretest is helpful for the following reasons:
    A. It serves as an evaluation tool to determine how much students know prior to participating in the class.
    B. It serves as an introduction-overview to the cluster by providing students with a brief glimpse of career areas to be covered in the course.

## CAREER WORD PUZZLE

See if you can circle all 36 occupations spelled out below. The words are spelled backward and forward. You can find the words by looking from left to right . . . right to left . . . from top to bottom . . . and even diagonally! Use the list in the box to keep track of the words you've found. GOOD LUCK!

| | |
|---|---|
| BAKER | CONSUMER AIDE |
| COUNSELOR | ASTRONAUT |
| MAID | BANKER |
| FIREFIGHTER | CATERER |
| SECRETARY | TEACHER |
| DOCTOR | DISC JOCKEY |
| PILOT | WAITRESS |
| CHEF | MODEL |
| BOTANIST | JANITOR |
| ACTRESS | PHOTOGRAPHER |
| BARBER | PROFESSOR |
| FLORIST | ACTOR |
| ELECTRICIAN | LAWYER |
| NEWSCASTER | HOME ECONOMIST |
| ANTHROPOLOGIST | HOST |
| MECHANIC | MAILMAN |
| NURSE | STEWARDESS |
| VETERINARIAN | DIETITIAN |

A C Z D C M N P I L O T D I E T I T I A N R A F V F
N M A T O F Y E E F J R O M N R O T C A Y I W O E B
T L F U R C O N S U M E R A I D E F E U X H A L T H
H C G K W A T Z T M E G F H K E X M L C A T E R E R
R G M D W C B O T A N I S T H D O E Q U X Z L W R L
O C D J R F J V R I D N U R S E V H Y O S E V M I S
P R O F E S S O R D K Y T E A C H E R C E G H W N A
O H O M E E C O N O M I S T L A V M R M A I L M A N
L X G J R I H K E E A C T R E S S F J R E M E A R P
O D V K F B T Y F B V H D R D I S C J O C K E Y I J
G X G Q K H E P B A N K E R K T A L E W I Q M S A A
I V F I R E O F I R E F I G H T E R A G H S B B N N
S G F L I E N Y U B V F L O R I S T S W B G A C F I
T M O D E L V H L E M E C H A N I C N Y Y G K J J T
N G U E R U O Y B R G V M J S A V B M Z L E E H C O
K S T E W A R D E S S E C R E T A R Y B I Y R U Q R
W A S T R O N A U T N Y O T M V K C O U N S E L O R
P H O T O G R A P H E R S U S L M Q X C H E F W Q N
E L E C T R I C I A N O D G I D N E W S C A S T E R
W A I T R E S S D G H E T P J V R S S C K N M K Y U

## CAREER WORD PUZZLE

Teacher's Key

See if you can circle all 36 occupations spelled out below. The words are spelled backward and forward. You can find the words by looking from left to right . . . right to left . . . from top to bottom . . . and even diagonally! Use the list in the box to keep track of the words you've found. GOOD LUCK!

| | |
|---|---|
| BAKER | CONSUMER AIDE |
| COUNSELOR | ASTRONAUT |
| MAID | BANKER |
| FIREFIGHTER | CATERER |
| SECRETARY | TEACHER |
| DOCTOR | DISC JOCKEY |
| PILOT | WAITRESS |
| CHEF | MODEL |
| BOTANIST | JANITOR |
| ACTRESS | PHOTOGRAPHER |
| BARBER | PROFESSOR |
| FLORIST | ACTOR |
| ELECTRICIAN | LAWYER |
| NEWSCASTER | HOME ECONOMIST |
| ANTHROPOLOGIST | HOST |
| MECHANIC | MAILMAN |
| NURSE | STEWARDESS |
| VETERINARIAN | DIETITIAN |

A C Z D C M N P I L O T D I E T I T I A N R A F V F
N M A T O F Y E E F J R O M N R O T C A Y I W O E B
T L F U R C O N S U M E R A I D E F E U X H A L T H
H C G K W A T Z T M E G F H K E X M L C A T E R E R
R G M D W C B O T A N I S T H D O E Q U X Z L W R L
O C D J R F J V R I D N U R S E V H Y O S E V M I S
P R O F E S S O R D K Y T E A C H E R C E G H W N A
O H O M E E C O N O M I S T L A V M R M A I L M A N
L X G J R I H K E E A C T R E S S F J R E M E A R P
O D V K F B T Y F B V H D R D I S C J O C K E Y I J
G X G Q K H E P B A N K E R K T A L E W I Q M S A A
I V F I R E O F I R E F I G H T E R A G H S B B N N
S G F L I E N Y U B V F L O R I S T S W B G A C F I
T M O D E L V H L E M E C H A N I C N Y Y G K J J T
N G U E R U O Y B R G V M J S A V B M Z L E E H C O
K S T E W A R D E S S E C R E T A R Y B I Y R U Q R
W A S T R O N A U T N Y O T M V K C O U N S E L O R
P H O T O G R A P H E R S U S L M Q X C H E F W Q N
E L E C T R I C I A N O D G I D N E W S C A S T E R
W A I T R E S S D G H E T P J V R S S C K N M K Y U

PERSONAL AND PUBLIC SERVICE OCCUPATIONS

INFORMATION ASSESSMENT

Pretest/Posttest

MULTIPLE CHOICE

Pick the best answers for each statement. Write the letter(s) in the appropriate space on your answer sheet. Use block letters.

1. A librarian would need to have at least which type of education?

   A. high school diploma
   B. vocational-technical school diploma
   C. college degree (B.A. or B.S.)
   D. Master's degree in Library Science

2. Working for the Postal Service would require having all of the following personal qualities except:

   A. creativity
   B. physical stamina
   C. clerical skills
   D. ability to deal with the public

3. An air traffic controller must:

   A. be alert
   B. be physically strong
   C. be able to greet the public
   D. have an educational background in food preparation

4. Which of the following jobs would require a high school diploma?

   A. homemaker aide
   B. baker
   C. police officer
   D. industrial maintenance worker

5. If a city library hired people to be library aides, three of their job responsibilities would be:

   A. compiling lists of overdue books
   B. researching a topic
   C. checking out books to library customers
   D. formulating library policies

6. To be a police department narcotics inspector one must:

   A. be an undercover agent
   B. have no previous law enforcement experience
   C. have a B.A. or B.S. Degree
   D. Both A & C

7. Today, if you are going to hold a government job, chances are you'll take a Civil Service Exam. What percentage of federal employees are selected on the basis of this exam?

   A. 30%
   B. 10%
   C. 100%
   D. 85%

8. In most communities, applicants for firefighting jobs must pass a:

   A. written intelligence test
   B. medical examination
   C. test of physical strength
   D. all of the above

9. Which of the following is not a personal service occupation?

   A. a waitress who serves you "coke"
   B. a bell-hop
   C. a police officer
   D. a hotel clerk

10. In public service occupations people may be hired to:

   A. perform functions for the state
   B. make a good sandwich
   C. plant a garden on hotel grounds
   D. perform private services for an individual

11. Which of the following is not a public service career?

   A. law enforcement officer
   B. city planner
   C. seamstress
   D. psychiatric social worker

12. Personal services are those that:

   A. are available to the entire population
   B. are paid for by the consumer
   C. are always paid for by the government
   D. include all government workers

13. The food service industry, when compared to other industries in the U.S., is:

   A. 1st largest
   B. 3rd largest
   C. 5th largest
   D. 20th largest

14. When we talk of "public service," we are talking about jobs that are:

    A. benefiting a few people
    B. declining in number
    C. nonsupportive of groups
    D. tax supported

15. The terms "service" in personal and public service means:

    A. doing something for yourself
    B. working to maintain the general welfare of our society
    C. making coffee
    D. being self-sufficient

16. Society today is:

    A. made up of individuals independent of one another
    B. in the last stage of the Industrial Revolution
    C. made up of individuals increasingly dependent on each other
    D. going back to the "good old days"

17. The Civil Service Commission was established:

    A. because George Washington wanted it
    B. to help get more employees for the government
    C. to transfer power of political appointments away from the executive branch
    D. to help the Indians

18. In a law enforcement career, there are many different jobs. Which one of these is not in law enforcement?

    A. fingerprint technician
    B. laboratory technician
    C. city planner
    D. patrol officer

19. Another name for a trooper is a:

    A. fire fighter
    B. state highway patrol officer
    C. sheriff
    D. planning aide technician

20. In police work the requirements for employment are:

A. four years of college
B. flat feet
C. U.S. citizenship and a high school diploma
D. getting a subminimum score on the Civil Service Exam

21. One of the disadvantages of law enforcement careers is:

A. provision of uniform at employee's expense
B. paid vacations
C. risk of injury
D. overtime pay

22. A state police officer's primary job is to:

A. drive the governor around
B. capture criminals
C. work with the F.B.I.
D. enforce laws and regulations of the highway

23. A bailiff is a person who:

A. acts as an under-cover agent
B. is a process server
C. is a sheriff
D. keeps order in a court

24. A process server is a person who:

A. is a bailiff
B. seats witnesses in court
C. delivers court documents
D. investigates narcotics cases

25. Which one of the following jobs do you need the most education for?

A. police officer
B. cadet
C. crossing guard
D. special government agent

26. Which one of the following jobs requires the least education?

A. fire fighter
B. fire prevention engineer
C. arson investigator
D. fire warden

27. Pick four qualifications from the following list that would be most needed for a waiter or waitress.

A. physical stamina
B. long blond hair
C. liking to meet people
D. being able to speak a foreign language
E. a good personal appearance
F. strong arm muscles

28. If you like to work by yourself rather than as part of a team, which one of the following jobs would be best for you?

A. waitress
B. barber
C. police officer
D. child care aide

29. An arson investigator is one who:

A. works with the city health inspector
B. can get a job with no additional training
C. checks into how fires are started
D. really is never in danger on the job

30. When we talk of "environmental control," we mean:

A. air pollution
B. health care
C. protecting the public from health hazards in the physical environment
D. a city's responsibility for clean water

31. If you are a creative person, which of the following jobs may be most to your liking?

A. public way inspector
B. hotel chef
C. fire fighter
D. police matron

32. An environmental health inspector might:

A. take samples of food and drink in a public eating place
B. close down the school cafeteria for serving peanut butter
C. be a high school drop out
D. make a maximum salary of $400 per month

33. Which of the following jobs is not part of the environmental job cluster?

A. microbiologist
B. city planner
C. chemist
D. police officer

34. There are different jobs that deal with consumer protection. Which of the following is not one of them?

A. inspector of weights and measures
B. dairy food inspector
C. states attorney
D. pharmacist

35. In studying public service jobs, which level of government would you judge to be the biggest employer?

A. city
B. county
C. state
D. federal

36. Many cities hire people who are called community service aides. This job involves which of the following duties?

A. defining the boundaries of the city
B. social work
C. school teaching
D. working as a child care aide in a private nursery school

37. If you like children, you may want to get a job as a playground supervisor with the parks and recreation board of a city. Which of the following qualifications would you need?

A. ability to work alone
B. be a golf pro
C. like to work outdoors
D. like flowers

38. The person who specializes in researching the origin, growth, structure and population characteristics of cities is a:

A. commissioner
B. police chief
C. city planner
D. hotel manager

39. The typical minimum age for entry into a police cadet program is:

    A. 15 years old
    B. 17 years old
    C. 19 years old
    D. 21 years old

40. A Secret Service agent is employed by:

    A. the county board
    B. the federal government
    C. large insurance companies
    D. the state government

TRUE - FALSE

Read each sentence. Mark "T" for TRUE and "F" for FALSE in the space provided on your answer sheet.

41. Bus drivers have good working schedules, because they are on duty only during normal business hours.

42. "Interior Designer" and "Interior Decorator" are two different occupational titles for the same job.

43. Anyone who is a dietitian will be found working in a hospital with patients, performing diet therapy.

44. There is an abundance of jobs available for people interested in being commercial airline pilots, due to the large amount of air travel existing today.

45. Two essential requirements of a maid in a hotel/motel complex are honesty and physical stamina.

46. Bakers are often trained by going through an apprenticeship program.

47. A college degree is required to be the director of a day care center.

48. The higher a worker's job status, the greater is the number of jobs available to him/her.

49. A baker would have to have a great liking for people to do his/her job.

50. The building code for a city would not be important to a building inspector.

51. A psychologist may find a job in the state's transportation department.

52. A host or hostess may be responsible for hiring all the waiters or waitresses.

53. One needs to be very shy to be a successful host or hostess.

54. One of the fastest growing industries in the Unites States is the food service industry.

55. It is easy to get fashion design jobs.

56. A garment cutter needs to be very imaginative.

57. One of the most important traits one needs in order to work with children is impatience.

58. A maitre d'hotel works in the police department.

59. It is very possible for a good waiter or waitress to make over $100 per week in tips.

60. You need a lot of physical stamina to be a good inspector of weights and measures.

61. One goes into child care occupations because of the high salaries they pay.

62. If you don't like to be outdoors, you might enjoy being a crossing guard.

63. One of the qualifications for a police officer is honesty.

64. A valid tuberculosis test with negative results is one of the requirements for any food service worker.

65. To be a meter maid, you must enjoy being indoors.

66. Serving as a playground supervisor might be a part-time job.

MULTIPLE CHOICE

Below are listed various levels and types of education. Also listed are a cross-section of job titles. Decide which level of education is necessary for each job, and indicate this by placing the corresponding letter in the appropriate blank on your answer sheet. Use block letters.

Choices:

A. less than a high school diploma
B. high school diploma
C. technical (vocational) school or apprenticeship
D. junior college degree (A.A. or A.S.)
E. college degree (B.A. or B.S.)
F. advanced degree

Jobs:

67. Actor, Actress
68. Bartender
69. Cooperative Extension Service Worker
70. Cosmetologist
71. F.B.I. Special Agent
72. Flight Attendant
73. Food Processing Technician
74. Furniture Upholsterer
75. Hotel Manager
76. Lawyer
77. Long-Distance Truck Driver
78. Local Transit Bus Driver
79. Meat Cutter
80. Model
81. Private Household Worker

82. Public Relations Worker

83. Rehabilitation Counselor

84. Shoe Repairer

85. Taxi Driver

86. University Professor

COMPLETION

Below is a list of job titles. Select 14 jobs and write two specific job tasks which might be performed by a person in each of these jobs. Write your answers in the spaces provided on your answer sheet.

Example:

Waiter: A. taking the customer's food order
B. serving the prepared food to the customer

Jobs:

City Planner
Librarian
Recreation Leader
Special Education Teacher
Deputy Sheriff
Hotel Desk Clerk
Beautician
Social Worker
Homemaker
Child Care Aide
Cafeteria Director
Dietitian
Fire Fighter
Museum Technician
Baker
Tour Guide
Architect
Shopping Consultant
Fashion Designer
Window Designer
Probation Worker
Dry Cleaner
Tailor
Candymaker
Drapery Construction Worker
Institutional Maintenance Worker
Executive Housekeeper
Lawyer
Catering Specialist
Counselor

NAME _____

PERSONAL AND PUBLIC SERVICE OCCUPATIONS

INFORMATION ASSESSMENT

Answer Sheet

Check One: Pretest_____ Posttest_____

MULTIPLE CHOICE

| | | | |
|---|---|---|---|
| 1. _____ | 11. _____ | 21. _____ | 31. _____ |
| 2. _____ | 12. _____ | 22. _____ | 32. _____ |
| 3. _____ | 13. _____ | 23. _____ | 33. _____ |
| 4. _____ | 14. _____ | 24. _____ | 34. _____ |
| 5. _____ | 15. _____ | 25. _____ | 35. _____ |
| 6. _____ | 16. _____ | 26. _____ | 36. _____ |
| 7. _____ | 17. _____ | 27. _____ | 37. _____ |
| 8. _____ | 18. _____ | 28. _____ | 38. _____ |
| 9. _____ | 19. _____ | 29. _____ | 39. _____ |
| 10. _____ | 20. _____ | 30. _____ | 40. _____ |

TRUE - FALSE

| | | | |
|---|---|---|---|
| 41. _____ | 49. _____ | 57. _____ | 65. _____ |
| 42. _____ | 50. _____ | 58. _____ | 66. _____ |
| 43. _____ | 51. _____ | 59. _____ | |
| 44. _____ | 52. _____ | 60. _____ | |
| 45. _____ | 53. _____ | 61. _____ | |
| 46. _____ | 54. _____ | 62. _____ | |
| 47. _____ | 55. _____ | 63. _____ | |
| 48. _____ | 56. _____ | 64. _____ | |

## ANSWER SHEET (CONT'D)

### MULTIPLE CHOICE

| | | | |
|---|---|---|---|
| 67. _____ | 72. _____ | 77. _____ | 82. _____ |
| 68. _____ | 73. _____ | 78. _____ | 83. _____ |
| 69. _____ | 74. _____ | 79. _____ | 84. _____ |
| 70. _____ | 75. _____ | 80. _____ | 85. _____ |
| 71. _____ | 76. _____ | 81. _____ | 86. _____ |

### COMPLETION

87. Job: _____
A. _____
B. _____

88. Job: _____
A. _____
B. _____

89. Job: _____
A. _____
B. _____

90. Job: _____
A. _____
B. _____

91. Job: _____
A. _____
B. _____

92. Job: _____
A. _____
B. _____

93. Job: _____
A. _____
B. _____

94. Job: _____
A. _____
B. _____

95. Job: _____
A. _____
B. _____

96. Job: _____
A. _____
B. _____

97. Job: _____
A. _____
B. _____

98. Job: _____
A. _____
B. _____

99. Job: _____
A. _____
B. _____

100. Job: _____
A. _____
B. _____

Teacher's Key

# PERSONAL AND PUBLIC SERVICE OCCUPATIONS

## INFORMATION ASSESSMENT

### Answer Sheet

Check One: Pretest____ Posttest____

MULTIPLE CHOICE

| | | | |
|---|---|---|---|
| 1. C | 11. C | 21. C | 31. B |
| 2. A | 12. B | 22. D | 32. A |
| 3. A | 13. B | 23. D | 33. D |
| 4. C | 14. D | 24. C | 34. D |
| 5. A,B,C | 15. B | 25. D | 35. D |
| 6. D | 16. C | 26. A | 36. B |
| 7. D | 17. C | 27. A,C,E,F | 37. C |
| 8. D | 18. C | 28. B | 38. C |
| 9. C | 19. B | 29. C | 39. D |
| 10. A | 20. C | 30. C | 40. B |

TRUE - FALSE

| | | | |
|---|---|---|---|
| 41. F | 49. F | 57. F | 65. F |
| 42. F | 50. F | 58. F | 66. T |
| 43. F | 51. F | 59. T | |
| 44. F | 52. T | 60. F | |
| 45. T | 53. F | 61. F | |
| 46. T | 54. T | 62. F | |
| 47. F | 55. F | 63. T | |
| 48. F | 56. F | 64. T | |

## ANSWER SHEET (CONT'D)

MULTIPLE CHOICE

| | | | |
|---|---|---|---|
| 67. D | 72. B | 77. A | 82. E |
| 68. A | 73. D | 78. A | 83. E |
| 69. E | 74. C | 79. C | 84. A |
| 70. C | 75. E | 80. B | 85. A |
| 71. F | 76. F | 81. A | 86. F |

## LEARNING ACTIVITY PACKAGE 2

Category: Personal and Public Service Occupations (General)

Focus: Overview of Personal and Public Service Occupations

Activity: Film

Objective: At the conclusion of this lesson, the student will be able to demonstrate, through active class participation, knowledge about careers comprising the personal and public services. The student will be able to list the eight categories of jobs in the service industries presented in the film.

EQUIPMENT, SUPPLIES AND FORMS

1. One 16 mm film projector.
2. Screen.
3. 16 mm film - Is A Career In The Service Industries For You? Available on loan from: Illinois Office of Education, Media and Resources Center, 100 North First Street, Springfield, IL 62777.

RATIONALE

The purpose of this lesson is to expose students to a general cross-section of personal and public service careers as an introduction to this cluster of occupations.

SUGGESTED PROCEDURE

Introduce the film to be shown. Stress the fact that workers in the service industries help people and take care of their needs. Ask students about aptitudes, temperament, and preferences people should have to work in service occupations. Encourage students to try to note as many different jobs as possible while watching the film, listening also for where jobs are located; the future employment outlook; rewards, advantages and disadvantages; advancement opportunities; and required education and/or training.

Discuss the categories that are used in the film: lodging, building, personal, domestic, amusement and recreation, apparel, protective, and the preparing and serving of food. Show the film.

After the film has been shown to students, discuss the following:

1. Vocabulary words used in the film which might be unfamiliar to students.
2. What are the eight different groups of service occupations as presented in the film?
3. Would you like to work in any of the occupations identified? Why or why not?
4. What kinds of service workers are employed in a school?
5. Where is there a shortage of service workers in the United States?
6. Are employment opportunities apt to increase in the service industries?
7. What education or training is necessary for the service industries?
8. Do you know anybody who works in a service occupation? How does he/she feel about this work as a career?
9. Why should you start planning for your career now?
10. What can an individual do at this point to begin preparing for a career in the service industry?

ALTERNATE ACTIVITIES

1. Prepare taped interviews and/or a slide presentation and narrative which gives a comprehensive view of jobs and workers in the personal and public services field.
2. Have students participate in a general discussion of what services are necessary in our society. The format of the discussion could be as follows: The class is asked to imagine that due to premature solar expiration the Earth has become a dying planet. They are then told that they have the responsibility for organizing the nucleus of a new society on a different planet. Through this responsibility, the students will

realize the extent of the services expected within the society and the variety of services performed. Have students compare the services that they have created with services that now exist. This activity might be culminated by administering the Holland Self-Directed Search, which will indicate to students the occupations which might interest each individual.

## LEARNING ACTIVITY PACKAGE 3

Category: Personal and Public Service Occupations (General)

Focus: Introduction to Personal and Public Service Occupations

Activity: Discussion

Objective: At the conclusion of this lesson, the student will be able to recite out loud the personal and public service cluster minimum requirements as well as the general types of activities in which the class will be involved. The student will demonstrate a knowledge of the scope of personal and public service careers, by actively participating in a general discussion of occupations comprising this career cluster.

EQUIPMENT, SUPPLIES AND FORMS

1. Student envelopes (one per student).
2. Overhead projector.
3. Student handout packets. (See sample in the back of this notebook.)
4. Transparencies - Career Lists Packet. (See sample in the back of this notebook.)

RATIONALE

The purpose of this lesson is to give students an overview of the cluster by introducing the minimum requirements expected for the individual activities and the occupational areas which will be investigated in the personal and public service cluster.

SUGGESTED PROCEDURE

It is important to give students an overview of what will be going on within the cluster (i.e., careers to be covered, methods of investigating these careers) as well as minimum requirements which must be met in order to receive credit for this cluster.

1. Begin class by passing out to each student one envelope and a copy of the Career Lists Packet, and Student Forms-Sample Packet. It is helpful to have these information packets duplicated and assembled in advance so that class time can be spent examining the materials. Students will be keeping all their work in their individual envelopes. The satisfactory completion of this cluster can be determined by evaluating each student's envelope at the end of the cluster, then assigning a grade or pass/fail credit.

2. Briefly question students to discover their perceptions of what personal and public services are and to what extent these careers are utilized by the general public. Examples: How many of you have bought a personal service within the last week? What was it? How many of you have utilized a public service today? What was it? What career areas might be included in personal and public services? What is the difference between "personal" and "public" services? List occupations which you feel are personal and public services.

3. Give the students an overview of jobs comprising personal and public services by examining, via the overhead projector, these transparencies: the PPS overview diagram and the various careers lists.

   First, show the PPS overview diagram. Emphasize the wide scope of careers included in this cluster and the importance of these jobs to society. Discuss the opportunities to succeed in personal and public service careers <u>with</u> and <u>without</u> advanced training or high levels of education.

   Examine with the class the career list transparencies one by one, mentioning representative jobs from each area. Explain to the students that they may refer to their copies of these career lists in the future to determine whether or not careers which they encounter out in the community are in the personal and public services cluster (they will have to make this determination in order to complete the assigned Observation/Interview Forms). Recommend that students keep the Career Lists Packet in their envelopes for easy reference when needed.

4. The next portion of the lesson should be spent examining with the students the Student Forms-Sample Packet, included in the back of this notebook.

Table of Content Sheet. On this sheet, the student will record anything being added to his/her envelope. This will include all future class forms and any other materials used within the cluster. Besides helping the student to keep his/her work in chronological order, it serves as an inventory of that student's accomplishments in the personal and public services cluster. If the student has been absent, he/she can readily refer to the master table of contents to find out what work has been missed.

Personal and Public Services Minimum Requirements Sheet. This sheet states clearly to the student the amount of work necessary to receive credit. This is the minimum standard, and anything less will result in failure. Additional work should be encouraged by the teacher, especially in a graded course.

Daily Evaluation Sheet. This sheet encourages critical thinking and gives students an opportunity to constructively evaluate in-class activities. The information gained through use of this tool is very helpful feedback for the teacher in working to incorporate those types of learning activities which are most beneficial and interesting for students. Too often students don't get the opportunity to evaluate their courses, and allowing them to do so promotes the feeling that students have a definite responsibility for the direction which the course will take.

Resource Person Information Sheet. This form helps students to listen for the most significant facts presented in a guest speaker's presentation. It also facilitates student questioning and interaction with the speaker. It is helpful to provide the visiting resource person with a copy of this form in advance, so he/she can use it in planning the talk.

Field Trip Observation Form. When participating in a field trip, the student is exposed to a great deal of information. This form helps the student to sort out and record the facts which are most pertinent to the examination of given careers observed during the field trip.

Interview Questions Sheet. This list of interview questions is included in the Student Forms-Sample Packet to help students when they "meet the public." It helps students to overcome their initial shyness in talking about careers with the public, and serves as a guide to questions that they might ask of an individual about his/her career.

Observation/Interview Forms. The purpose of this form is to expose the student to people working in personal and public service careers. Each observation/interview is done with a different person to give the student the broadest possible

experience. Stress the importance of making an appointment with the person to be observed/interviewed. Point out to students that while observing, they are to record their personal impressions about various aspects of the job on Part I - Observing. Upon completing a half-hour observation, the student should ask the questions in Part II - Interviewing. After recording these responses, the Observation/Interview experience is completed.

In discussing with students the various forms in the sample packet, the teacher should point out the Note to Student section on each sample form. The actual forms which the student will be using will not have this special section --Note to Student, but will be exact duplicates, otherwise.

After explaining briefly the Student Forms-Sample Packet to the class, the teacher might want to give students a more specific preview of cluster activities (example: specific resource people, field trips, films, filmstrips, in-class labs, etc., which the teacher has arranged).

## LEARNING ACTIVITY PACKAGE 4

Category: Hospitality Careers

Focus: Food Service Occupations

Activity: Film

Objective: At the conclusion of this lesson, the student will be able to express accurately, according to the motion picture, the answers to the questions regarding food service careers given at the beginning of the lesson.

EQUIPMENT, SUPPLIES AND FORMS

1. Film, Where Do I Go From Here?--National Restaurant Association, #1 IBM Plaza, Chicago, IL 60606.
2. 16 mm film projector.
3. Screen.

## RATIONALE

The purpose of this activity is to provide an opportunity for students to develop an awareness of career opportunities for teenagers in the food service industry. It provides students with an opportunity to become acquainted with the scope of the industry, job opportunities, possibilities for advancement, personality traits desirable for food service workers, and some advantages of choosing a food service career.

## SUGGESTED PROCEDURE

Where Do I Go From Here? is a 26-minute, full-color, motion picture produced by Proctor and Gamble and the National Restaurant Association. It shows career opportunities for teenagers in the food service industry.

Students will need to be briefed before the film. It is sometimes helpful to give the students a list of questions to keep in mind while viewing the film. A list of questions can be compiled while previewing the film, such as:

1. How many people work in food service jobs?
2. What are some job possibilities for young people choosing a career in food service?
3. What are the educational requirements for jobs in food service?
4. What are the opportunities for advancement in food service jobs?

The above questions also may be used for discussion following the film and for evaluation of students.

Restaurant owners belonging to the National Restaurant Association can often be helpful in securing NRA films and materials.

## ALTERNATE ACTIVITIES

1. Prepare a taped interview of various individuals working in food service jobs.
2. To discover information related to the food service industry, students can use: a) Telephone directories to determine the number and types of food service establishments in their area; b) Local newspapers to find out some of the types of job openings related to the industry; or c) Available books and resource materials for data related to advantages, disadvantages, personality and physical requirements, opportunities for advancement, training required, etc.
3. One of the following filmstrips could be substituted for the suggested motion picture:

   Job Opportunities In a Restaurant - Singer Education Division, Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, IL 60614

Food Service - A Career To Consider - National Restaurant Association, #1 IBM Plaza, Chicago, IL 60606

Write Your Own Ticket - Coca-Cola USA, P.O. Drawer 1734, Atlanta, GA 30301

## LEARNING ACTIVITY PACKAGE 5

Category: Hospitality Careers

Focus: Food Service Occupations

Activity: Resource Person: Manager of Food Service Establishment

Objective: At the conclusion of this lesson, the student will be able to complete the questions on the Resource Person form to the satisfaction of the teacher for at least eight food service occupations. This involves stating education or training required, job responsibilities and tasks performed, approximate salary ranges for various food service careers, advancement opportunities, and job advantages and disadvantages.

EQUIPMENT, SUPPLIES, AND FORMS

1. Resource Person Information Sheet. (See sample in the back of this notebook. The Teacher's Guide provides a suggested procedure for arranging for a visiting resource person.)

2. Specific equipment which resource person might request (i.e., A-V equipment, chalkboard, etc.).

## RATIONALE

The purpose of this activity is to expose students to careers in the food service field. This lesson provides the students an opportunity to meet and talk with someone directly involved in a food service career. By meeting and interacting with this individual, students can gain a feeling of what this occupational area entails and receive information not normally available from the classroom teacher.

## SUGGESTED PROCEDURE

Potential resource people can be found by contacting restaurants in the area. The management is usually quite willing to act as a resource, or can recommend an employee who will give a good presentation. The local newspaper (advertising and help-wanted ads) or Yellow Pages present a cross-section of the types of restaurants and food services which can be found in the area. The school cafeteria director is another individual who may be utilized.

## SUGGESTIONS FOR THE SPEAKER

Ask the speaker to discuss the following kinds of information: the places where food service workers are employed, job traits, education/training necessary, specific advantages and disadvantages of the job, an approximate salary range for the various occupations, potential for advancement (what is the potential, and how is advancement achieved), how to get into this type of career, interesting experiences, typical working routine. Any additional information or insights which the speaker can offer will be valuable. Be sure to allow time for questions and interaction with the students. To increase student interest and understanding, recommend that the speaker keep the presentation informal.

## ALTERNATE ACTIVITIES

1. Organize a field trip to a restaurant to view the preparation, dining, and clean-up areas. If time permits, it is valuable to see several different types of restaurants: fast food, smorgasbord, sit-down cafeteria, family style, formal, informal, etc.
2. Prepare a taped interview of an employee working in the food service field. If possible include on the tape several individuals with various food service jobs.
3. Contact an in-school cafeteria director as a resource person and arrange an on-the-job experience by allowing the students to assist cafeteria.
4. Prepare a slide presentation of a cross-section of restaurant facilities and the vast number of jobs available in each of these businesses.

5. Class discussion on service occupations conducted by the teacher utilizing information from the booklet Careers For Youth In The Food Service Industry, available from: National Institute For The Food Service Industry, 120 South Riverside Plaza, Chicago, IL 60606. Help students examine the variety of jobs available, advantages and disadvantages, necessary training, and advancement opportunities in this field.

## LEARNING ACTIVITY PACKAGE 6

Category: Hospitality Careers

Focus: Food Service Occupations

Activity: Food Service Game

Objective: By the end of this lesson, the student will demonstrate knowledge about food service job titles, job tasks, equipment and vocabulary words typical of the field by matching the picture and word cards of the food service game with at least 90% accuracy.

EQUIPMENT, SUPPLIES, AND FORMS

1. One deck of Food Service Cards per 4 to 5 students. Instructions for making these decks are included in this learning activity package.

## RATIONALE

The purpose of this activity is to expose students to the careers and specialized vocabulary of the food service industry. By participating in a game situation, students get an opportunity to become familiar with job titles, job tasks, equipment used, and vocabulary words typical of the food service field.

## SUGGESTED PROCEDURE

Discuss briefly with students the wide variety of food service facilities found in a given community, and thus the large number of job titles, types of equipment, job tasks, specialized vocabulary terms, types of service, etc. which can be encountered within this field. Explain that participation in the Food Service Game will give a brief introduction to this vast industry.

Divide the class into groups of 4 to 5 students. Provide each group with one deck of cards. There are a variety of games which can be played with these decks. Some are described below, but the teacher may want to use still another game.

1. Food Service Concentration: Lay all cards face down on the table top. Students take turns turning up 2 cards with the goal of finding the matching pairs of cards. A student who finds a pair continues until he/she fails to turn up a matching pair. Play until all cards have been used. The student with the most pairs wins.
2. Food Service Game using rules for Old Maid, Crazy Eights, or Hearts. See instructions provided in these commercial games.

## ALTERNATE ACTIVITIES

1. Prepare a lecture/discussion combined with the following filmstrips illustrating food service industry career opportunities: Write Your Own Ticket, Take A Giant Step, Meet A VIP, The Right Formula For Success, and The Way The Cookie Crumbles. All of these filmstrips are available from Coca-Cola USA, P.O. Drawer 1734, Atlanta, GA 30301.
2. Prepare a slide presentation showing various food service jobs and task performances. After viewing these slides, have students individually draw from a Charade box, acting out the task or job title which has been drawn until the class is able to identify it.
3. Set up an identification lab (using equipment borrowed from the home economics department and school cafeteria). Display cooking equipment and utensils around the room, numbering each article. Provide an answer sheet and list of terms for students to choose from. Allow students to circulate around the room recording answers. After an adequate amount of time, provide the correct answers so students can determine how well they have done.

SOME SUGGESTED VOCABULARY TERMS

Slicer

N.R.A.

Food Photography

Cutlery

Toaster

Deep Fat Fryer

Mixer

Order Up

Garnishing

Smorgásbord Service

Counter Service

Waitress/Waiter

Work Efficiency

Stockroom Worker

Beverage Dispenser

Fast Food Service

Menu

Tray Service

Catering Service

Cafeteria Style Service

Bartender

Host/Hostess

Dish Scraper

Hospital Cafeteria

Dish Storage Rack

Food Service Franchise

Cook

Food Service Director

Ice Machine

Administrative Dietitian

Cashier

Raw Vegetable Preparation

Steam Table

Buser

Satisfied Customer

Grill Cook

Quantity Cooking

School Lunch Program

Condiments

Platform Scale

Pot Scrubber

Coffee Dispenser

Griddle Cookery

## INSTRUCTIONS FOR MAKING FOOD SERVICE GAME DECKS

Note the preceding list of suggested vocabulary terms which might be used to make game decks.

1. Obtain old copies of food service industry magazines (from hospitals and restaurants).
2. Clip a large variety of pictures from these magazines showing equipment, jobs (titles), job tasks, and food service terms.
3. Glue the pictures onto plain 3" x 5" index cards and label each with the appropriate word or phrase.
4. For each picture card make a corresponding word card, thus creating pairs to be matched.
5. Laminate all cards, if possible, to prevent soiling and tears.
6. Each deck should have 52 cards (26 matching pairs). If making several decks, the teacher might want to give each deck a separate background color, to aid in sorting. It is helpful to have each deck contain completely different matching pairs, so that student groups can exchange decks after each round, and be exposed to new terms in each game.

## LEARNING ACTIVITY PACKAGE 7

Category: Hospitality Careers

Focus: Food Service Occupations

Activity: Field Trip: Hospital Food Service Facilities

Objective: At the conclusion of this lesson, the student will demonstrate knowledge of occupations in the food service field by recording the information received for at least eight occupations on the field trip on the Field Trip Observation Form.

EQUIPMENT, SUPPLIES, AND FORMS

1. Signed permission form for each student participating in the field trip. (See suggested procedure for arranging a field trip in Teacher's Guide.)

2. Student Field Trip Observation Form, one per student. (See sample enclosed in the back of this notebook.)

## RATIONALE

The purpose of this activity is to provide students with an opportunity to examine firsthand some of the careers in the food service field. The students will have an opportunity to meet and talk with one or more workers. By listening to and interacting with these people and by viewing the facilities and career opportunities, students can gain a feeling of what this occupational area entails. The field trip provides information for students which is not normally available from the classroom teacher.

## SUGGESTED PROCEDURE

A tour of a hospital food service operation can provide students with the opportunity to observe people working in a large variety of jobs related to the industry. Usually, the tour can be arranged so that students can observe and interact with people working in food production jobs, people involved with the serving of food, and people concerned with management problems.

If there is not a hospital available in the vicinity, the food service operation in a nursing home, industrial plant, university cafeteria or large restaurant may be utilized for a similar tour.

## SUGGESTIONS FOR THE INDIVIDUAL(S) CONDUCTING THE FIELD TRIP

Ask the job holder to discuss the following kinds of information: various places where food service workers are employed, job responsibilities and tasks performed, working conditions, helpful employee personality traits, necessary education and/or training, specific advantages and disadvantages of the job(s), approximate salary ranges for various occupations, potential for advancement (what is the potential, and how is advancement achieved), how to get into this type of career, interesting experiences, typical working routine. Any additional information or insights that the individual can offer will be valuable. Emphasize that while seeing the facilities is very beneficial, the primary purpose of the field trip is to examine the careers practiced within the facilities. Encourage student questioning and interaction as the tour is being conducted. To increase student interest and understanding, recommend that the tour leader keep the atmosphere informal.

## ALTERNATE ACTIVITIES

1. Contact a resource person involved in a large-volume food service operation who is willing to talk about his/her job as well as the other jobs involved in the total operation.
2. Prepare a slide presentation illustrating careers and job tasks in the food service area.
3. Prepare a taped interview with individuals working in various capacities within the food service field. Students might prepare a list of interview questions to be used in talking with employees to be interviewed.

4. Students might plan and operate a one-day snack bar in the school to experience food service on a profit-making basis. They would need to raise or borrow initial capital, plan the physical set-up, plan a menu, buy and prepare food, sell, and clean-up.

## LEARNING ACTIVITY PACKAGE 8

Category: Hospitality Careers

Focus: Hotel and Lodging Occupations

Activity: Film

Objective: At the conclusion of this lesson, the student will be able to list out loud 10 careers within the hotel-lodging industry. The student will demonstrate his/her knowledge of the job tasks and responsibilities accompanying these careers in the hotel and lodging industry by actively participating in a class discussion of the information presented in the film.

EQUIPMENT, SUPPLIES, AND FORMS

1. One 16 mm film projector.
2. Screen.
3. 16 mm film, Is A Career In The Hotel Or Motel Business For You? Available on loan from: Illinois Office of Education, Media and Resources Center, 100 North First Street, Springfield, IL 62777.

## RATIONALE

The purpose of this lesson is to expose students to careers in the hotel/motel industry and provide them with an opportunity to examine such things as education and training requirements, where jobs are located, the future outlook, and advantages and disadvantages of such careers.

## SUGGESTED PROCEDURE

Discuss with students the concept of the hotel/motel as a "people place" for guests who expect comfort and service and for employees who provide that comfort and service in a variety of ways. Point out the main areas of work within a hotel/motel: housekeeping, guest services, front office, and management. Encourage students to remember as many occupations presented in the film as they possibly can, listening also for information about training and education, where jobs are located, the employment outlook, rewards, advantages and disadvantages, advancement possibilities, and where additional information can be obtained.

Show the film. Upon completion of the film, discuss the following with the students:

1. Specific vocabulary words from the film which might be unfamiliar.
2. What categories of jobs exist within the hotel/motel industry?
3. Name some specific occupations in hotels and motels.
4. How would you feel about working in a hotel/motel? Why? Advantages? Disadvantages?
5. What are the training and educational requirements?
6. What are the opportunities for youth in this industry?
7. Is the possibility for advancement very great?
8. What personal qualities are needed in a hotel/motel job when dealing closely with the public?
9. Where are hotels/motels located? What are some of the varieties of hotels/motels within the industry?
10. What can you do right now to begin preparing for this career area?

## ALTERNATE ACTIVITIES

1. Contact a resource person familiar with the nature of work in the industry who could provide not only information concerning job requirements, qualifications, etc., but also personal insight on the lifestyles of individuals working in the field.
2. Set up role-playing situations where students are assigned various job titles and act out their job responsibilities to the customers. Suggest a variety of roles and situations so students can participate in or observe as many different hotel/motel employees' roles as possible.

3. Have students plan for the opening of a new hotel. Consider the following when formulating plans: a) the services to be offered, b) the facilities necessary to provide these services, c) the number of employees to be hired and types of jobs to be filled, d) size of hotel, e) number and size of rooms, f) number of restaurants to be provided, g) laundry facilities, h) recreational activities to be conducted by hotel employees, and i) special facilities and persons necessary to provide these.

4. Organize a field trip to a local hotel/motel to observe employees on the job.

## LEARNING ACTIVITY PACKAGE 9

Category: Hospitality Careers

Focus: Hotel and Lodging Occupations

Activity: Field Trip: Hotel/Motel

Objective: At the conclusion of this lesson, the student will be able to demonstrate, through active class participation and accurate completion of the Student Field Trip Form, a knowledge of careers in the hotel and lodging industry, where these jobs might exist, typical working conditions, necessary education and/or training, tasks performed, approximate salary ranges, advancement opportunities, necessary personality traits, job advantages and disadvantages, and characteristics of the work facilities.

EQUIPMENT, SUPPLIES, AND FORMS

1. Signed permission form for each student participating in the field trip. (See suggested procedure for arranging a field trip in Teacher's Guide.)

2. Student Field Trip Observation Form, one per student. (See sample enclosed in the back of this notebook.)

## RATIONALE

The purpose of this activity is to provide students with an opportunity to examine firsthand some of the careers in the hospitality field, specifically the hotel and lodging industry. The students will have an opportunity to meet and talk with several individuals while they are actually working on the job. By listening to and interacting with these people and by viewing the facilities and career opportunities, students can gain a feeling of what this occupational area entails. The field trip provides information for students which is not normally available from the classroom teacher.

## SUGGESTED PROCEDURE

Local hotels and motels are usually quite willing to conduct tours. If time permits, it is beneficial to show students various types of hotels and motels, e.g., a large, older downtown hotel and a nationwide-chain motel. Some of the areas that can be seen are: lobby, desk area, ballrooms, meeting rooms, shopping arcade, restaurants, kitchen, storage areas, pool and recreation area, guest rooms and suites, laundry and housekeeping, administration offices. As the students see each of these areas, the tour guide can explain the job necessary to keep each of these departments (and the entire hotel/motel) operating.

## SUGGESTIONS FOR INDIVIDUAL(S) CONDUCTING THE FIELD TRIP

Ask the tour guide to discuss the following kinds of information: various places where hotel and lodging workers are employed, job responsibilities and tasks performed, working conditions, helpful employee personality traits, necessary education and/or training, specific advantages and disadvantages of the jobs, approximate salary ranges for various occupations, potential for advancement (what is the potential, and how is advancement achieved), how to get into this type of career, interesting experiences, typical working routine. Any additional information or insights that the individual can offer will be valuable. Emphasize that while seeing the facilities is very beneficial, the primary purpose of the field trip is to examine the careers practiced within the facilities. Encourage student questioning and interaction as the tour is being conducted. To increase student interest and understanding, recommend that the tour guide keep the atmosphere informal.

## ALTERNATE ACTIVITIES

1. Prepare a slide presentation showing hotel/motel workers doing various jobs.
2. Hold a class discussion about the hotel/motel industry.
3. Invite a resource person involved in the hotel/motel industry to speak to the class.

4. Organize a simulation experience for the class as a whole or in small groups to develop plans to open a new hotel. Among topics to be considered are: a) What services would the hotel offer? b) What facilities are necessary to provide these services? c) How many employees must be hired? d) What are the various types of jobs that must be filled? e) How large will the hotel be? Number of rooms? Size? f) How many restaurants will be provided? What type? g) Are laundry facilities included? h) What recreational activities will be conducted by hotel employees? and i) What special facilities and persons are necessary to provide these services?

## LEARNING ACTIVITY PACKAGE 10

Category: Hospitality Careers

Focus: Tourism Occupations

Activity: Resource Person: Tourism Director

Objective: At the conclusion of this lesson, the student will be able to demonstrate, through active class participation and by filling out the Resource Person form for the careers observed, a knowledge of the tourism/conventions/recreation field. This demonstrated knowledge will include information about a variety of occupations in this field, education and/or training required, job responsibilities and tasks performed, approximate salary ranges, advancement opportunities, and job advantages and disadvantages.

EQUIPMENT, SUPPLIES, AND FORMS

1. Resource Person Information Sheet. (See sample in the back of this notebook. See suggested procedure for arranging for a visiting resource person enclosed in Teacher's Guide.)
2. Specific equipment which resource person might request (i.e., A-V equipment, chalkboard, etc.).

## RATIONALE

The purpose of this activity is to expose students to careers in the tourism/conventions/recreation field. This lesson provides the students an opportunity to meet and talk with someone directly involved in this occupational area. By meeting and interacting with this individual, students can gain an accurate feeling of what this career area entails and receive information not normally available to the classroom teacher.

## SUGGESTED PROCEDURE

This career field is so broad that there are a number of resource people who can be utilized. Many cities have tourism and recreation directors who can give a comprehensive picture of the local programs in addition to discussing their individual jobs. Other possible resource people include: travel agent, manager of local tourist attraction, hotel conventions director, person employed by the public recreation commission, worker from a private recreation facility, YMCA, or YWCA. It might be helpful to have a resource person who deals with all three aspects of this field so he/she will be able to give an overview. If no such widely experienced person is available, a specialist in any one area can be quite informative. If there are colleges or universities nearby, check to see if they offer a program in this field. Possibly, a faculty member from such a program would serve as a guest speaker, or could help direct you to someone with expertise in this field.

## SUGGESTIONS FOR THE SPEAKER

Ask him/her to discuss the following kinds of information: places where tourism/conventions/recreation workers are employed, job responsibilities and tasks performed, working conditions, helpful personality traits, necessary training and/or education, specific advantages and disadvantages of the jobs, approximate salary ranges for the various occupations, potential for advancement (what is the potential, and how is advancement achieved), how to get into these types of careers, interesting experiences, typical working routine. Any additional information or insights which the speaker can offer will be valuable. Be sure to allow time for questions and/or interaction with the students. To increase student interest and understanding, recommend that the speaker keep the presentation informal.

## ALTERNATE ACTIVITIES

1. Organize a field trip to a local tourist attraction, convention center, or recreation facility to examine the large number of jobs being performed.
2. Prepare taped interviews of individuals working in this occupational area.

3. Prepare a slide presentation of workers in their occupational environments, doing a wide variety of jobs.

4. Organize a class discussion covering the area of recreation/tourism/conventions (opportunities, training, working environment, salary, types of jobs, etc.). Emphasis needs to be given to the fact that this field is growing rapidly. Materials from Tourism Education Corporation may be used as basis for discussion. (See list of career information resources at the end of this notebook for complete address.)

5. Provide students with an opportunity to do some in-depth planning in this field: a) plan a convention; b) set up a summer recreation program, planning the staff needs, facilities, activities, etc.; c) plan a resort which provides comprehensive facilities: food/lodging/recreation. Any one of these tasks is quite an undertaking. Encourage students to work in pairs or small groups and work along with them to insure that their plan is comprehensive. This activity can take a lot of time, depending on how thoroughly the students formulate and chart their plans.

6. Arrange for students to serve as volunteer guide assistants at a local tourism spot, if one exists, for 1 to 2 hours or more.

7. Given a collection of supplies to work with (i.e., glue, string, paper, popsicle sticks, yarn, nature objects, beads, rope, plastic cord, pipe cleaners, etc.) each student can devise a craft idea, which he/she can then teach to the group, as if they were summer camp participants and he/she were the crafts leader.

## LEARNING ACTIVITY PACKAGE 11

Category: Hospitality Careers

Focus: Recreation Occupations

Activity: Field Trip: City Recreation Center

Objective: At the conclusion of this lesson, the student will be able to demonstrate, through active class participation and accurate completion of the Field Trip Form, a knowledge of careers in the recreation field, where these jobs might exist, typical working conditions, necessary education and/or training, tasks performed, approximate salary ranges, advancement opportunities, necessary personality traits, job advantages and disadvantages, and characteristics of the work facilities.

EQUIPMENT, SUPPLIES, AND FORMS

1. Signed permission form for each student participating in the field trip. (See suggested procedure for arranging a field trip in Teacher's Guide.)

2. Student Field Trip Observation Form, one per student. (See sample enclosed in the back of this notebook.)

## RATIONALE

The purpose of this activity is to provide students with an opportunity to examine firsthand some of the careers in the hospitality field, specifically in recreation. The students will have an opportunity to meet and talk with individuals while they are actually working on the job. By listening to and interacting with these people and by viewing the facilities and career opportunities, students can gain a feeling of what this occupational area entails. The field trip provides information for students which is not normally available from the classroom teacher.

## SUGGESTED PROCEDURE

Many students are unfamiliar with the local recreation services available in their community. In order to acquaint them with the facilities and to identify the career opportunities possible, contact the city recreation office. Tours might include: main offices and classroom facilities to find out which specialty courses are offered, a municipal pool, a sporting field, golf courses, or neighborhood recreation centers. If the community doesn't have a municipal recreation program or center, utilize private recreation facilities. You might even do the latter in addition to seeing public facilities, if time permits.

## SUGGESTIONS FOR INDIVIDUALS CONDUCTING THE FIELD TRIP

Ask the tour guide to discuss the following kinds of information: places where recreation workers are employed, job responsibilities and tasks performed, working conditions, helpful employee personality traits, necessary education and/or training, specific advantages and disadvantages of the jobs, approximate salary ranges for various occupations, potential for advancement (what is the potential, and how is advancement achieved), how to get into this type of career, interesting experiences, and the typical working routine. Any additional information or insights that the tour guide can offer will be valuable. Emphasize that while seeing the facilities is very beneficial, the primary purpose of the field trip is to examine the jobs within the facilities. Encourage student questioning and interaction as the tour is being conducted. To increase student interest and understanding, recommend that the tour guide keep the atmosphere informal.

## ALTERNATE ACTIVITIES

1. Arrange to have resource person who is involved in some aspect of public or private recreation talk to the class.
2. Prepare a slide presentation illustrating occupations in recreation, both private and community supported.
3. Organize a simulation exercise to show the responsibilities of a recreation leader. The class may be divided into teams

of not more than six students for the purpose of creating an original recreational activity, i.e., game, sport, or craft, and presenting it to the rest of the class.

## LEARNING ACTIVITY PACKAGE 12

Category: Clothing Management, Production, and Service Careers

Focus: Clothing Occupations Survey

Activity: Filmstrips

Objective: At the conclusion of this lesson, the student will be able to list at least 10 careers in the clothing occupations area and state the main job tasks and responsibilities of each career according to the filmstrips.

EQUIPMENT, SUPPLIES, AND FORMS

1. Cassette recorder/player.
2. Filmstrip projector.
3. Screen.
4. Butterick filmstrip and cassette series, "Careers in the Fashion Industry.": Who Needs Fashion?, Jobs - Lots of Them, and Making Your Career Decision. Available from Butterick Fashion Marketing Company, 161 Sixth Avenue, New York, NY 10013.

## RATIONALE

The purpose of this lesson is to expose students to the career choices available in the clothing management, production, and services field. By utilizing the specified filmstrip series, the teacher will be able to provide students with visual information (as well as the filmstrip narrative) not normally available in the classroom.

## SUGGESTED PROCEDURE

The filmstrips, cassettes, and teacher's guide are all provided within the Butterick Educational Curriculum Package, "Careers in the Fashion Industry." For this particular lesson, which serves as an overview to the entire clothing industry, these filmstrips are recommended: 1. Who Needs Fashion?, 2. Jobs - Lots of Them, 3. Making Your Career Decision.

Provided in the teacher's guide for each of these filmstrips are introductory discussion points, vocabulary words, discussion topics for use after the filmstrips, and suggested follow-up activities. Since the teacher's guide comes with the educational package and is so comprehensive, no additional information is needed here. Each filmstrip could be used for one complete lesson, if time permits. The other filmstrips in the package are excellent. Each one delves into one specific area of the clothing industry. These can be used quite beneficially if time permits.

## ALTERNATE ACTIVITIES

1. Play the games "Jobs - Lots of Them" and "What's My Line?" as described in the Butterick Educational Curriculum Package "Careers in the Fashion Industry."
2. Make arrangements with the home economics department of the school to use the sewing room for a day or more. Have a sewing lab, mending, and repairing demonstration; laundry, pressing, and ironing demonstration; weaving, fabric dying, and batik demonstration; or other type of demonstration, allowing students an opportunity to participate if possible.
3. Contact a resource person from an art school or college (or a private artist or your school art teacher) to talk with the students about textile design and related careers. Possibly a demonstration of weaving, textile dying, etc. can be included.
4. Organize a field trip to a dressmaker's or tailor's shop or to a garment factory or large department store alteration division.
5. Organize a field trip to a laundry or dry cleaning company to observe the process and jobs involved.

## LEARNING ACTIVITY PACKAGE 13

Category: Personal Services

Focus: Barbering/Cosmetology Occupations

Activity: Resource Person: Barber

Objective: At the conclusion of this lesson, the student will be able to complete the Resource Person form and discuss in class the available careers in barbering/cosmetology, where these jobs might exist, necessary education/training, tasks performed, approximate salary ranges, advancement opportunities, helpful personal traits, and job advantages and disadvantages.

EQUIPMENT, SUPPLIES, AND FORMS

1. Resource Person Information Sheet. (See sample in the back of this notebook. See suggested procedure for arranging for a visiting resource person enclosed in Teacher's Guide.)

2. Specific equipment which Resource Person might request (i.e., A-V equipment, chalkboard, etc.).

## RATIONALE

The purpose of this activity is to expose students to careers in the barbering/cosmetology field. It provides the students with an opportunity to meet and talk with someone directly involved in this career area. By listening to and interacting with this individual, students can gain a feeling of what this occupation entails and receive information not normally available from the classroom teacher.

## SUGGESTED PROCEDURE

To secure a resource person, contact local barbers, beauty shops, or technical schools to see if qualified personnel might be available to speak. Besides meeting and talking with this individual, students can benefit from examining the tools and supplies used in this career area. If the resource person is willing, a demonstration of a shampoo, haircut and/or manicure on a student volunteer proves very interesting.

## SUGGESTIONS FOR THE SPEAKER

Ask the speaker to discuss the following kinds of information: specific job responsibilities, working conditions, helpful personality traits, training necessary, specific advantages and disadvantages of the job, approximate salary ranges, potential for advancement (what is the potential, and how is advancement achieved), how to get into this type of career, interesting experiences, and the typical working routine. Any additional information or insights which the speaker can offer will be valuable. Be sure to allow time for questions and/or interaction with the students. To increase student interest and understanding, recommend that the speaker keep the presentation informal.

## ALTERNATE ACTIVITIES

1. Organize a field trip to a barbering school, school of cosmetology, beauty salon, or barber shop.
2. Organize a class discussion and/or taped interview about career opportunities in this field.
3. Prepare a slide presentation illustrating barbering and cosmetology careers in action.
4. Have students work with a partner, giving a shampoo, comb out, blow dry, manicure, etc. This lab can vary according to facilities available, but should allow students to get involved in typical job tasks.

## LEARNING ACTIVITY PACKAGE 14

Category: Institutional and Home Management Careers

Focus: Institutional Occupations

Activity: Resource Person: Institutional Cleaning Worker

Objective: At the conclusion of this lesson, the student will be able to use information presented by the resource person to accurately fill out Resource Person forms for at least six institutional maintenance careers, including necessary training, tasks performed, approximate salary ranges, advancement opportunities, and job advantages and disadvantages.

EQUIPMENT, SUPPLIES, AND FORMS

1. Resource Person Information Sheet. (See sample in the back of this notebook. See suggested procedure for arranging for a visiting resource person enclosed in Teacher's Guide.)

2. Specific equipment which resource person might request (i.e., A-V equipment, chalkboard, etc.).

## RATIONALE

The purpose of this activity is to expose students to careers in the institutional maintenance field. This lesson provides the students with an opportunity to meet and talk with someone directly involved in janitorial and maintenance services. By meeting and interacting with this individual, students can gain a feeling for what this career entails and receive information not normally available from the classroom teacher.

## SUGGESTED PROCEDURE

Check the Yellow Pages for institutional cleaning or maintenance companies to contact for speakers. The owner, manager, or an employee would be a valuable resource person. If such businesses are not available in your area, the school custodial staff may be used successfully.

## SUGGESTIONS FOR THE SPEAKER

Ask the speaker to discuss the following kinds of information: where institutional maintenance workers are employed, specific job responsibilities, working conditions, helpful personality traits, training necessary, specific advantages and disadvantages of the job, approximate salary ranges, potential for advancement (what is the potential, and how is advancement achieved), how to get into this type of career, interesting experiences, and the typical working routine. Any additional information or insights which the speaker can offer will be valuable. Be sure to allow time for questions and/or interaction with the students. To increase student interest and understanding, recommend that the speaker keep the presentation informal.

## ALTERNATE ACTIVITIES

1. Organize a field trip to institutional maintenance company to allow students to examine equipment and talk with workers
2. Prepare a slide presentation showing various aspects of this career.
3. Use in-school custodian as visiting resource person or have students assist and observe these individuals.
4. Prepare a taped interview of an individual working in this type of career.
5. Organize a class discussion of this career area. Students can develop a written job description as a conclusion to the discussion.

## LEARNING ACTIVITY PACKAGE 15

Category: Home Furnishings, Equipment, and Services Careers

Focus: Interior Design Occupations

Activity: Resource Person: Interior Designer

Objective: At the conclusion of this lesson, the student will be able to demonstrate, through class participation and the accurate completion of the Resource Person form, a knowledge of careers in interior design, where these jobs might exist, necessary education/training, tasks performed, approximate salary ranges, advancement opportunities, helpful personal traits, and job advantages and disadvantages.

EQUIPMENT, SUPPLIES, AND FORMS

1. Resource Person Information Sheet. (See sample included in back of this notebook. See suggested procedure for arranging for a visiting resource person enclosed in Teacher's Guide.)

2. Specific equipment which resource person might request (i.e., A-V equipment, chalkboard, etc.).

## RATIONALE

The purpose of this activity is to expose students to careers in the interior design field. It provides the students with an opportunity to meet and talk with someone directly involved in this career area. By listening to and interacting with this individual, students can gain a feeling of what this occupation entails and receive information not normally available from the classroom teacher.

## SUGGESTED PROCEDURE

To secure a resource person, contact interior design firms, department store interior decorators, and private decorators. Furniture, carpet, wallpaper and paint stores might also supply a speaker. It would be helpful and interesting to students if the resource person could bring samples of materials, blueprints, etc., they work with.

## SUGGESTIONS FOR THE SPEAKER

Ask the speaker to discuss the following kinds of information: specific job responsibilities, working conditions, helpful personality traits, training necessary, specific advantages and disadvantages of the job, approximate salary ranges, potential for advancement (what is the potential, and how is advancement achieved), how to get into career field, interesting experiences, and the typical working routine. Any additional information or insights which the speaker can offer will be valuable. Be sure to allow time for questions and/or interaction with the students. To increase student interest and understanding, recommend that the speaker keep the presentation informal.

## ALTERNATE ACTIVITIES

1. Organize a field trip to a furniture store, interior design and/or architectural firm, antique or accessories shop, carpet and wallpaper store, or lighting store.
2. Prepare a slide presentation showing tasks performed by designers, finished projects, equipment and materials used, etc.
3. Provide students with an opportunity to examine periodicals within this career area such as: Interiors, House Beautiful, American Home, House and Home, House and Garden, Architectural Forum, Antiques, and Interior Design. Have the students do a written survey of the types of building materials featured and the types of rooms designed and illustrated in these periodicals.
4. Have students do a design project, such as designing a light fixture, piece of furniture, or wall storage unit, etc. to experience working with some of the special design problems found in interior design careers.

5. Set up a display of projects and discuss students' work in an occupational interior design class.

6. Show Butterick filmstrip, Careers in Housing: The Interior, and discuss careers in field using suggestions in teacher's guide.

## LEARNING ACTIVITY PACKAGE 16

Category: Home Furnishings, Services, and Equipment Careers

Focus: Home Services Occupations

Activity: Resource Person: Shop Owner

Objective: At the conclusion of this lesson, the student will be able to accurately fill out the Resource Person form for at least eight home services careers stating where these jobs might exist, necessary education and/or training, tasks performed, approximate salary ranges, advancement opportunities, helpful personal traits, and job advantages and disadvantages.

EQUIPMENT, SUPPLIES, AND FORMS

1. Resource Person Information Sheet. (See sample included in back of this notebook. See suggested procedure for arranging for a visiting resource person enclosed in Teacher's Guide.)

2. Specific equipment which resource person might request (i.e., A-V equipment, chalkboard, etc.).

## RATIONALE

The purpose of this activity is to expose students to the variety of careers in the home services field. It provides the students with an opportunity to meet and talk with someone directly involved in this career area. By listening to and interacting with this individual, students can gain a feeling of what this occupation entails and receive information not normally available from the classroom teacher.

## SUGGESTED PROCEDURE

Resource persons appropriate for this lesson can be drawn from a wide variety of careers. Most are willing to speak to groups and can usually incorporate a demonstration in their talk. Some suggestions on persons and places to contact in order to secure a resource person: department store (draperies, carpeting, lighting, furniture, floor-covering specialists, etc.), home furnishings, rug cleaner, home furnishings manufacturer, kitchen or bathroom planning specialist, lighting consultant, mattress company, drapery or slipcover seamstress, or professional cleaning companies.

## SUGGESTIONS FOR THE SPEAKER

Ask him/her to discuss the following kinds of information: specific job responsibilities, working conditions, helpful personality traits, necessary training, specific advantages and disadvantages of the job, approximate salary ranges, potential for advancement (what is the potential, and how is advancement achieved), how to get into this type of career, interesting experiences, and the typical working routine. Any additional information or insights which the speaker can offer will be valuable. Be sure to allow time for questions and interaction with the students. To increase students' interest and understanding, recommend that the speaker keep the presentation informal.

## ALTERNATE ACTIVITIES

1. Organize a field trip to a rug, furniture, or drapery cleaning facility; rug, mattress, or furniture manufacturing company; drapery or slipcover shop, etc.
2. Organize a class discussion, taped interview, or slide presentation which examines careers in the home furnishings, services, and equipments fields.
3. Have students complete a problem-solving exercise, such as measuring classroom windows for draperies or floor area to determine amount of carpeting and padding necessary.

## LEARNING ACTIVITY PACKAGE 17

Category: Human Development Careers

Focus: Child Care Occupations

Activity: Resource Person: Director of Day Care Center

Objective: At the conclusion of this lesson, the student will be able to describe out loud and list on the Resource Person form types of child care jobs, places where child care occupations can be found, educational requirements for these jobs, skills performed on the job, approximate salary ranges, and advancement opportunities in this field. This information will have been provided for the students in the resource person's discussion of child care careers.

EQUIPMENT, SUPPLIES, AND FORMS

1. Resource Person Information Sheet. (See sample included in the back of this notebook. The Teacher's Guide provides a suggested procedure for arranging for a visiting resource person.)

2. Any specific equipment requested by resource person (i.e., A-V equipment, chalkboard, etc.).

## RATIONALE

The purpose of this activity is to expose students to careers in the child care field. It provides the students with an opportunity to meet and talk with an individual directly involved in child care, thus allowing them to get an accurate and realistic view of this career area, including both its positive and negative aspects.

## SUGGESTED PROCEDURE

There are many agencies which can provide a guest speaker: private day-care centers, preschools, kindergartens, community-supported day-care facilities, etc. A speaker such as a day-care center director who supervises various other day-care workers can provide a broad-based examination of this career field.

## SUGGESTIONS FOR THE SPEAKER

Ask the speaker to discuss the following kinds of information: where he/she is employed, various other child-care jobs found at this facility, job responsibilities, working conditions, helpful personality traits, necessary education and/or training, specific likes and dislikes of the job, approximate salary ranges, potential for advancement, how to get into this type of career, interesting experiences, and what goes on during a typical working day. Any additional information or insights which the speaker can offer will be valuable. Be sure to allow time for questions and interaction with the students. To increase student interest and understanding, recommend that the speaker keep the presentation informal.

## ALTERNATE ACTIVITIES

1. Organize a field trip to a day-care center or other child-care facility.
2. Prepare a slide presentation illustrating the levels and types of employment in the child-care field.
3. Set up a role-playing experience where students might role-play a variety of situations that might be encountered in child care. The teacher could develop several hypothetical situations for each student or group of students to act out.
4. Students could prepare an activity suitable for young children. The activity could be tried out with a group of children brought in for one class period or with a kindergarten class with permission of the kindergarten teacher.

## LEARNING ACTIVITY PACKAGE 18

Category: Human Development Careers

Focus: Social Welfare Occupations

Activity: Resource Person: Social Worker

Objective: At the conclusion of this lesson, the student will be able to describe out loud and list on paper the places where a social welfare worker might work, the educational requirements for these jobs, tasks performed by workers in the social welfare field, approximate salary ranges, and advancement opportunities. This information will have been provided for the students in the resource person's discussion of careers in the social welfare field.

EQUIPMENT, SUPPLIES, AND FORMS

1. Resource Person Information Sheet. (See sample included in the back of this notebook. The Teacher's Guide provides a suggested procedure for arranging for a visiting resource person.)

2. Any specific equipment which resource person might request (i.e., A-V equipment, chalkboard, etc.).

## RATIONALE

The purpose of this activity is to expose students to careers in the social welfare field. It provides students with an opportunity to meet and talk with someone dealing directly with the jobs and to gain information and exposure not normally available from the classroom teacher.

## SUGGESTED PROCEDURE

There are many agencies employing social welfare workers who could act as a resource person for this activity. Check the Yellow Pages for a listing of private social agencies, hospitals, school districts, and governmental agencies.

## SUGGESTIONS FOR THE SPEAKER

Ask the speaker to discuss the following kinds of information: specific job responsibilities, working conditions, helpful personality traits, necessary education and/or training, specific likes and dislikes of the job, approximate salary ranges, potential for advancement, how to get into this type of career, interesting experiences, and what takes place during a typical working day. Any additional information or insights which the speaker can offer will be valuable. Be sure to allow time for questions and interaction with the students. To increase student interest and understanding, recommend that the speaker keep the presentation informal.

## ALTERNATE ACTIVITIES

1. Organize a field trip to a social welfare agency or institution.
2. Prepare a slide presentation showing various aspects of this career.
3. Prepare taped interviews with a variety of social welfare workers discussing various jobs, working conditions, personal characteristics, etc.
4. Contact the local office of state agencies such as the Department of Children and Family Services or Department of Public Aid to obtain suggestions for films and other materials which explain services available and illustrate career opportunities in the social welfare field.

## LEARNING ACTIVITY PACKAGE 19

Category: Human Development Careers

Focus: Community Service Occupations

Activity: Field Trip: Post Office

Objective: At the conclusion of this lesson, the student will be able to describe out loud and on paper a knowledge of careers in the Postal Service, typical working conditions, necessary education and/or training, skills performed on the job, approximate salary ranges, advancement opportunities, necessary personality traits, job advantages and disadvantages, and characteristics of the work facilities by filling out the Field Trip form accurately for the careers observed.

EQUIPMENT, SUPPLIES, AND FORMS

1. Signed permission form for each student participating in the field trip. (See suggested procedure for arranging a field trip in Teacher's Guide.)

2. Student Field Trip Observation Form, one per student. (See sample included in the back of this notebook.)

## RATIONALE

The purpose of this activity is to provide students with an opportunity to examine firsthand some of the careers in the community services field, specifically within the Postal Service. The students will have an opportunity to meet and talk with one or more individuals while they are actually working on the jobs. By listening to and interacting with these people and by viewing the facilities and career opportunities, students can gain a feeling of what this occupational area entails. The field trip provides information for students which is not normally available from the classroom teacher.

## SUGGESTED PROCEDURE

The local post office is usually willing to schedule a field trip tour if arrangements are made in advance. Students can observe the sorting area, post-marking machines, customer area, vehicle storage and repair, delivery departments, etc. If unable to arrange a field trip to the post office, private delivery and messenger services offer other possibilities.

## SUGGESTIONS FOR INDIVIDUALS CONDUCTING THE FIELD TRIP

Ask the tour guide to discuss the following kinds of information: various places where Postal Service workers are employed, job responsibilities and tasks performed, working conditions, helpful employee personality traits, necessary education/training, specific advantages and disadvantages of the jobs, approximate salary ranges for various occupations, potential for advancement (what is the potential, and how is advancement achieved), how to get into this type of career, interesting experiences, and typical working routine. Any additional information or insights that the individual can offer will be valuable. Emphasize that while seeing the facilities is very beneficial, the primary purpose of the field trip is to examine the careers practiced within the facilities. Encourage student questioning and interaction as the tour is being conducted. To increase student interest and understanding, recommend that the tour guide keep the atmosphere informal.

## ALTERNATE ACTIVITIES

1. Contact a resource person from the Postal Service or a private delivery messenger service to talk to the class.
2. Prepare a slide presentation illustrating postal careers.
3. Organize a class discussion or taped interview on careers in the Postal Service.
4. Arrange a tag-along experience which permits students to accompany and assist in the interschool district mail service for 2 hours or longer.

## LEARNING ACTIVITY PACKAGE 20

Category: Human Development Careers

Focus: Community Service Occupations

Activity: Resource Person: Librarian

Objective: At the conclusion of this lesson, the student will be able to demonstrate, through active class participation and by filling out the Resource Person form, his/her knowledge of where library careers exist, necessary education and training, tasks performed, approximate salary ranges, advancement opportunities, helpful personal traits, and job advantages and disadvantages.

EQUIPMENT, SUPPLIES, AND FORMS

1. Resource Person Information Sheet. (See sample included in the back of this notebook. See suggested procedure for arranging for a visiting resource person enclosed in Teacher's Guide.)

2. Specific equipment which resource person might request (i.e., A-V equipment, chalkboard, etc.).

## RATIONALE

The purpose of this activity is to expose students to careers in the library field. It provides the students with an opportunity to meet and talk with someone directly involved in this career area. By meeting, listening to, and interacting with this individual, students can gain a feeling for what this occupation entails and gain information not normally available from the classroom teacher.

## SUGGESTED PROCEDURE

Arrangements for the resource person should be made well in advance to assure that you may obtain a resource person from this field. Some possible sources for speakers in library occupations might be local, school, state, college or university, and specialized libraries. If there is a college or university nearby with a curriculum in library science, a faculty member from this discipline might be willing to speak to the class.

## SUGGESTIONS FOR THE SPEAKER

Ask the speaker to discuss the following kinds of information: various types of libraries in which workers are employed, various types of jobs within a library, specific job responsibilities, working conditions, helpful personality traits, necessary education and training, specific advantages and disadvantages of the job, approximate salary ranges, potential for advancement (what is the potential, and how is advancement achieved), how to get into this type of career, interesting experiences, and the typical working routine. Any additional information or insights which the speaker can offer will be valuable. Be sure to allow time for questions and interaction with the students. To increase student interest and understanding, recommend that the speaker keep the presentation informal.

## ALTERNATE ACTIVITIES

1. Invite the school librarian to speak to the class about careers in the library field. It might be possible to arrange blocks of time when individual students could assist and observe the school librarian on the job.
2. Organize a field trip to a local library, state library, university, college, or specialized (law, medical, etc.) library to observe the various jobs performed in a library.
3. Prepare a taped interview with a librarian, library technician, or administrator.
4. Prepare a slide presentation showing various aspects of this career.
5. Organize a class discussion of this career area. Students can develop a written job description as a conclusion to the discussion.

6. Simulate typical library tasks within the classroom setting. The teacher can explain the card-filing systems used, the systems for shelving books, periodicals, films, etc., and have samples available. Give each student a chance to select a book and code it.

## LEARNING ACTIVITY PACKAGE 21

Category: Human Development Careers

Focus: Community Service Occupations

Activity: Field Trip: Museum

Objective: At the conclusion of this lesson, the student will be able to demonstrate a knowledge of careers within a museum, typical working conditions, necessary education and/or training, tasks performed, approximate salary ranges, advancement opportunities, necessary personality traits, job advantages and disadvantages, and characteristics of the work facilities by filling out the Field Trip form for at least five careers observed during the field trip with a minimum of 80% accuracy.

EQUIPMENT, SUPPLIES, AND FORMS

1. Signed permission form for each student participating in the field trip. (See suggested procedure for arranging a field trip in Teacher's Guide.)
2. Student Field Trip Observation form, one per student. (See sample included in the back of this notebook.)

## RATIONALE

The purpose of this activity is to provide students with an opportunity to examine firsthand some of the careers in the community services field, specifically within a museum. The students will have an opportunity to meet and talk with one or more individuals while they are actually working on the job. By listening to and interacting with these people and by viewing the facilities and career opportunities, students can gain a feeling of what this occupational area entails. The field trip provides information for students which is not normally available from the classroom teacher.

## SUGGESTED PROCEDURE

Most students have been on one or more field trips to a museum. In order to view a museum for potential career opportunities, students need to see different kinds of things in addition to the traditional exhibits. State, city, college or university, and private museums are all excellent field trip possibilities. When arranging the tour, emphasize that its purpose is not typical of most field trips. Students will benefit most by seeing: an exhibit being built, the museum library, the art department, the taxidermist lab, and specimen storage areas.

## SUGGESTIONS FOR INDIVIDUALS CONDUCTING THE FIELD TRIP

Ask the tour guide to discuss the following kinds of information: various places where museum workers are employed, job responsibilities and tasks performed, working conditions, helpful employee personality traits, education and/or training necessary, specific advantages and disadvantages of the jobs, approximate salary ranges for various occupations, potential for advancement (what is the potential, and how is advancement achieved), how to get into this type of career, interesting experiences, and the typical working routine. Any additional information or insights that the individual can offer will be valuable. Emphasize that while seeing the facilities is very beneficial, the primary purpose of the field trip is to examine the careers practiced within the facilities. Encourage student questioning and interaction as the tour is being conducted. To increase student interest and understanding, recommend that the tour guide keep the atmosphere informal.

## ALTERNATE ACTIVITIES

1. Contact resource persons involved directly in a museum career who can discuss with the class a wide variety of jobs existing within the museum.
2. Prepare a slide presentation illustrating museum careers, performance of job tasks, and the diversity of types of museums.

3. Prepare a class discussion or taped interview about the career opportunities in museums, how to get into the field, education/training, etc.

4. Have students plan and prepare a mini-museum exhibit on a selected topic, using a school display case. This exhibit can range from being quite elaborately done to fairly simply executed, depending upon the amount of time available.

## LEARNING ACTIVITY PACKAGE 22

Category: Human Development Careers

Focus: Community Service Occupations

Activity: Film

Objective: At the conclusion of this lesson, the student will be able to list out loud 10 careers within the radio and television industry. The student will demonstrate his/her knowledge of the job tasks and responsibilities accompanying these careers by actively participating in a class discussion of the information presented in the film.

EQUIPMENT, SUPPLIES, AND FORMS

1. One 16 mm film projector.
2. Screen.
3. 16 mm film: Is A Career in Radio or Television for You? Available on loan from: Illinois Office of Education, Media and Resources Center, 100 North First Street, Springfield, IL 62777.

## RATIONALE

The purpose of this lesson is to expose students to careers in the radio and television industry. By viewing the film, they will receive information about careers in the entertainment and public broadcasting fields which would be difficult for the teacher to provide in the typical classroom setting.

## SUGGESTED PROCEDURE

Explain to students the areas of broadcasting as the film has categorized them: engineering, sales, business, and programming. Encourage students to remember as many of the jobs presented as possible, as well as where these jobs are located, the employment outlook, advantages, disadvantages, potential salary, and advancement opportunities.

Discuss the meaning of the following terms:

| | | |
|---|---|---|
| careers | transmit | media |
| stage set | disc jockey | spot time |
| props | dramatics | radio ham |
| video tape | shutterbug | world of work |

Show the film. Following the film, lead a class discussion on the following types of information:

1. What are the four basic careers areas in radio and television broadcasting?
2. Name some specific occupations.
3. Would you like to work in radio or television? What type of job? Why?
4. What aptitudes and interests do you have now which would help you in a career in broadcasting?
5. What education or training do you need?
6. If you feel that a career in radio and television is for you, what should you do before making a decision?
7. Where do people in radio and television work in the United States?
8. Do you know anyone who is employed in broadcasting? What does this individual think of the field?
9. Why is it essential to begin planning right now for a career? What can you do at this point to prepare for a career in radio and television?

## ALTERNATE ACTIVITIES

1. Organize a field trip to a radio or television station.
2. Contact a resource person (entertainer, producer, radio or television announcer) who can discuss job opportunities, working conditions, earning potential with the class.
3. With permission from the school administration, have students plan and carry out a noon-time radio program over the school P.A. system. This can be done either for one day only or on a regularly scheduled basis.

4. Prepare a slide presentation of career opportunities in radio or television or a related communication field.

## LEARNING ACTIVITY PACKAGE 23

Category: Protection Service Careers

Focus: Fire Safety Occupations

Activity: Resource Person: Fire Safety Instructor

Objective: At the conclusion of this lesson, the student will be able to demonstrate, through active class participation and the completion of the Resource Person form, knowledge of the variety of careers in fire safety, where they might exist, necessary education and/or training, tasks performed, approximate salary ranges, advancement opportunities, helpful personal traits, and job advantages and disadvantages.

EQUIPMENT, SUPPLIES, AND FORMS

1. Resource Person Information Sheet. (See sample included in the back of this notebook. See suggested procedure for arranging for a visiting resource person enclosed in Teacher's Guide.)

2. Specific equipment which resource person might request (i.e., A-V equipment, chalkboard, etc.).

## RATIONALE

The purpose of this activity is to expose students to careers in the fire safety field. It provides the students with an opportunity to meet and talk with someone directly involved in this career area. By listening to and interacting with this individual, students can gain a feeling of what this occupation entails and receive information not normally available from the classroom teacher.

## SUGGESTED PROCEDURE

Resource persons can be located by contacting local fire departments, fire-fighting equipment companies, or college faculty members in the field of fire science technology. It is helpful to schedule a guest speaker who can give an overview of all the careers in this occupational area, rather than just one or two specific ones. The teacher might want to stage a Mock Fire Alarm, pre-arranging this with school administrators, as well as the local fire department. Arrange to have the fire truck on the scene when students exit the building, to create a realistic atmosphere. Firefighters can explain their jobs to students on the scene.

## SUGGESTIONS FOR THE SPEAKER

Ask the speaker to discuss the following kinds of information: specific job responsibiiities, working conditions, helpful personality traits, necessary training, advantages and disadvantages of the job, approximate salary ranges, potential for advancement (what is the potential, and how is advancement achieved), how to get into this type of career, interesting experiences, and the typical working routine. Any additional information or insights which the speaker can offer will be valuable. Be sure to allow time for questions and interaction with the students. To increase student interest and understanding, recommend that the speaker keep the presentation informal.

## ALTERNATE ACTIVITIES

1. Organize a field trip to a firefighters training academy if one exists in your area. If this is impossible, schedule a visit to a local fire station house. Emphasize to the tour guide that you are coming to observe the various careers in action, rather than to see the facilities.
2. Prepare taped interviews of various individuals with careers in the fire safety field (commissioner, captain-chief, arson inspector, firefighter, engine driver, etc.). Students may also become involved in interviewing and taping conversations with these individuals.
3. Prepare a slide presentation which illustrates the job responsibilities, facilities, hazards, and the working conditions in this field.

4. Organize a class discussion about this occupational area. The teacher presents factual information, then leads the class in a discussion of the jobs in this occupational field.

5. Take students to a movie which realistically illustrates fire safety careers. (Example: The Towering Inferno - a commercial film.)

## LEARNING ACTIVITY PACKAGE 24

Category: Protection Service Careers

Focus: Police Safety Occupations

Activity: Resource Person: College Level Law Enforcement Instructor

Objective: At the conclusion of this lesson, the student will be able to demonstrate, through active class participation and the completion of the Resource Person form, a knowledge of the variety of careers in law enforcement, organizations which employ law enforcement personnel, necessary education and/or training, tasks performed, approximate salary ranges, advancement opportunities, helpful personal traits, and job advantages and disadvantages.

EQUIPMENT, SUPPLIES, AND FORMS

1. Resource Person Information Sheet. (See sample included in the back of this notebook. See suggested procedure for arranging for a visiting resource person enclosed in Teacher's Guide.)

2. Specific equipment which resource person might request (i.e., A-V equipment, chalkboard, etc.).

## RATIONALE

The purpose of this activity is to expose students to careers in the law enforcement field. It provides the students with an opportunity to meet and talk with someone directly involved in this career area. By listening to and interacting with this individual, students can gain a feeling of what this occupation entails and receive information not normally available from the classroom teacher.

## SUGGESTED PROCEDURE

There are many resource people available in this occupation area: persons from a city police department, county sheriff's office, state police, FBI, IBI, Secret Service, private detective and security agencies, college or university instructors in law enforcement, corrections workers, probation officers, parole counselors, etc. Most of these resources include individuals who are eager to talk with students about the field of law enforcement, as well as their specific jobs. Be sure that the guest speaker discusses a large cross-section of careers at various levels within their organization, rather than focusing on one or two jobs. Encourage the resource person to talk about the opportunities for both women and men in law enforcement.

## SUGGESTIONS FOR THE SPEAKER

Ask the speaker to discuss the following kinds of information: specific job responsibilities, working conditions, helpful personality traits, training necessary, specific advantages and disadvantages of the job, approximate salary ranges, potential for advancement (what is the potential, and how is advancement achieved), how to get into this type of career, interesting experiences, typical working routine. Any additional information or insights which the speaker can offer will be valuable. Be sure to allow time for questions and interaction with the students. To increase student interest and understanding, recommend that the speaker keep the presentation informal.

## ALTERNATE ACTIVITIES

1. Arrange a field trip to a law enforcement or corrections facility to examine the existing jobs. Possible locations include: city police department, county sheriff's office, courtroom, juvenile detention center, prison, youth correction facility (farm, school, halfway house), law enforcement training academy, etc.
2. Prepare taped interviews with individuals in a law enforcement career. The teacher could also have students conduct the taped interviews and play these for the class. Each student might interview a person performing a different job (i.e., patrol officer, traffic warden, deputy sheriff, park police officers, meter-maid, FBI agent, narcotics

agent, police social worker, etc.). After hearing about various jobs, students can summarize through a class discussion their impressions of this career area.

3. Prepare a slide presentation illustrating various careers in law enforcement.

4. Organize a class discussion and brief presentation of information about law enforcement careers. Use the Occupational Outlook Handbook. Examine the role of law enforcement personnel in our society, how they are perceived, and future employment projections for this career area.

5. Stage a "crime" in class with preplanning and assistance from some of the students. Then have the class solve the crime, designating each student with a specific job. It is essential to provide clues and evidence, to make this crime simulation as real as possible.

## LEARNING ACTIVITY PACKAGE 25

Category: Protection Service Careers

Focus: Environmental Safety Occupations

Activity: Resource Person: Environmental Coordinator for City Utilities

Objective: At the conclusion of this lesson, the student will be able to demonstrate, through active class participation and completion of the Resource Person form, knowledge about careers in environmental protection, where these jobs might exist, necessary education and/or training, task performed, helpful personal traits, job advantages and disadvantages, approximate salary ranges, and advancement opportunities.

EQUIPMENT, SUPPLIES, AND FORMS

1. Resource Person Information Sheet. (See sample included in the back of this notebook. See suggested procedure for arranging for a visiting resource person enclosed in Teacher's Guide.)

2. Specific equipment which resource person might request (i.e., A-V equipment, chalkboard, etc.).

RATIONALE

The purpose of this activity is to expose students to careers in the environmental protection field. It provides the students with an opportunity to meet and talk with someone directly involved in this career area. By listening to and interacting with this individual, students can gain a feeling of what this occupation entails and receive information not normally available from the classroom teacher.

SUGGESTED PROCEDURE

Resource persons can be found primarily in governmental agencies. They are typically quite willing to speak to classes. A city planner, city environmental coordinator, or a water, air, or noise pollution specialist are some suggestions. Contact the state or local environmental protection agencies, or the city utilities department.

SUGGESTIONS FOR THE SPEAKER

Ask the speaker to discuss the following information: specific job responsibilities, working conditions, helpful personality traits, training necessary, specific advantages and disadvantages of the job, approximate salary ranges, potential for advancement, how to get into this type of career, interesting experiences, and the typical working routine. Any additional information or insights which the speaker can offer will be valuable. Be sure to allow time for questions and interaction with the students. To increase student interest and understanding, recommend that the speaker keep the presentation informal.

ALTERNATE ACTIVITIES

1. Plan a field trip to the city utilities facility to examine careers involved in water purification and electrical power generation. An alternate field trip might be to a research and testing station of the Environmental Protection Agency to observe atmospheric tests being performed.
2. Organize a class discussion, taped interview, or slide presentation illustrating careers in environmental protection.
3. Have students plan a new community which provides comprehensive facilities: recreation, housing (for various types of family needs), hospitals, churches, schools, shopping areas, etc. An alternate planning activity might be to plan a new park and describe the governing regulations, and environmental protection problems which may be encountered.
4. Discuss The Jungle, by Upton Sinclair, which portrays life in an urban community at the turn of the century without the protection and benefits provided by public services. The book focuses attention upon the problems with which the environmental services attempt to cope. Through reading

The Jungle, students may be able to visualize a society without the services they take for granted and to develop a new appreciation for and better understanding of the services provided.

Some topics that may be highlighted, followed by a discussion of the jobs necessary to provide the services, are: unsafe and unsanitary working conditions, lack of provision for safe streets, a lack of sanitation services for the removal of garbage, food inspection procedures or lack of procedures, and lack of city planning or community improvement efforts.

## LEARNING ACTIVITY PACKAGE 26

Category: Transportation Careers

Focus: Air Travel Occupations

Activity: Resource Person: Commercial or Private Airline Pilot

Objective: At the conclusion of this lesson, the student will be able to demonstrate, through active class discussion and completion of the Resource Person forms, knowledge about the variety of careers in transportation, where these jobs might exist, necessary education/training, tasks performed, approximate salary ranges, advancement opportunities, helpful personal traits, and job advantages and disadvantages.

EQUIPMENT, SUPPLIES, AND FORMS

1. Resource Person Information Sheet. (See sample included in the back of this notebook. See suggested procedure for arranging for a visiting resource person enclosed in Teacher's Guide.)
2. Specific equipment which resource person might request (i.e., A-V equipment, chalkboard, etc.).

## RATIONALE

The purpose of this activity is to expose students to careers in the transportation field. It provides the students with an opportunity to meet and talk with someone directly involved in this career area. By listening to and interacting with this individual, students can better understand the nature of the occupation and receive information not normally available from the classroom teacher.

## SUGGESTED PROCEDURE

This lesson serves as the only lesson dealing with the transportation field, which includes air, water, auto, bus, truck, and railroad transportation jobs. In acquainting students with careers in transportation, it is recommended, if time permits, that one day be spent examining each type of transportation. The activities listed in the Alternate Activities section below may be used for orienting students to these transportation careers.

To secure a resource person to speak on careers in air transportation, contact the local airport, airlines, college or university pilots, former airline employees, the U.S. Air Force, Air National Guard, etc.

## SUGGESTIONS FOR THE SPEAKER

Ask the resource person to discuss the following information: specific job responsibilities, working conditions, helpful personality traits, necessary training, specific advantages and disadvantages of the job, approximate salary ranges, potential for advancement, how to get into this type of career, interesting experiences, and the typical working routine. Any additional information or insights which the speaker can offer will be valuable. Be sure to allow time for questions and interaction with the students. To increase student interest and understanding, recommend that the speaker keep the presentation informal.

## ALTERNATE ACTIVITIES

1. Arrange a field trip to an airport to examine the ticket distribution, ground control, control tower, ground crew, baggage handling, and aircraft maintenance areas. Possibly students can board a plane to investigate the jobs performed in an airplane. Some airlines will consent to giving students a brief flight.
2. Take students to a commercial movie theater to see Airport or some other movie which vividly portrays the occupation being discussed.
3. Organize a class discussion, taped interview, or slide presentation portraying air transportation careers.

4. Arrange a tag-along experience where each student can accompany and assist a specific employee in the field for a given amount of time.

5. If a flight-training school is available, arrange for the class to visit and participate in flying simulations on the simulation machines.

## LEARNING ACTIVITY PACKAGE 27

Category: Government Careers

Focus: Civil Service Examination

Activity: Film

Objective: At the conclusion of this lesson, the student will be able to demonstrate through active class discussion of the film his/her knowledge about careers in government service, where they are found, how employees are hired, working conditions, and job advantages and disadvantages.

EQUIPMENT, SUPPLIES, AND FORMS

1. 16 mm film projector.
2. Film: Is A Career in Government for YOU? On loan from: Illinois Office of Education, Media and Resource Center, 100 North First Street, Springfield, IL 62777.
3. Occupational Outlook Handbook.

RATIONALE

The purpose of this lesson is to expose students to the variety of careers available within the various levels of government and to familiarize them with the process of seeking governmental employment.

SUGGESTED PROCEDURE

The teacher should begin the lesson by providing a few minutes for students to brainstorm a list of services provided by the government. Discuss the existence of civilian as well as military careers in government. Show the film Is a Career in Government for You? After showing the film, discuss the following questions:

1. What are the levels of government?
2. What are the advantages of government employment?
3. How does one get a job in government?
4. What are the branches of local, state, and federal governments?
5. Which occupations are found primarily in government?
6. What are the necessary educational qualifications?
7. What is the typical salary range for different types of government jobs.
8. What are the most important civil service benefits available?
9. Do you know any people employed by the government?
10. Why should you begin thinking about your career now?
11. What essential role do these governmental jobs play in our society?

ALTERNATE ACTIVITIES

1. Arrange for a resource person such as a representative from the state employment service or Civil Service Commission to speak to the class.
2. Administer a sample Civil Service test to students to give them an idea of what the tests are like.
3. Prepare taped interviews with government workers discussing various jobs, working conditions, benefits, etc.
4. Visit the state department of personnel office to observe facilities and services available. Arrange for an employment counselor to talk with students while they are there.

SUPPLEMENTARY INFORMATION

Below is background information for use by the teacher in planning this learning activity package.

Introduction

The concept of work is changing. Rapid technological, sociological and cultural changes are combining to shatter our traditional images of the world of work. These changes are in turn altering the nature of the American labor force.

The nature of the labor force is changing from product orientation to service orientation. The products of the Industrial Revolution have provided the groundwork for a machine-production society. The diminishing need for human input into the production and manufacture of goods is a major factor in the transformation of the labor force.

A third factor contributing to the change in the nature of the labor force is sociological. The role of government in providing for the security and well-being of citizens has considerably broadened. The concept of ensuring the social welfare of the members of the society has been extended through a myriad of governmental activities.

Cultural changes have also contributed to the alteration of the labor force. We are no longer self-sufficient individuals, but rather we are increasingly dependent on others for goods and services needed for survival. Urbanization has brought us closer together in time, space and the need for survival. As the "consumer society," we are expanding the list of those items which we consider essential.

Changes in the work force are not temporary. The post-industrial era demands a service-oriented society. The demand for services is continually growing. Therefore, the need for people capable of meeting and dealing with the service needs of others is growing also.

The Service Industries

A growing share of our national wealth and manpower is being devoted to needed services. This results in greater emphasis on better medical care, quality education, recreational activity, and personal services. In today's job market the service industries represent an important source of employment to new as well as experienced workers. The U.S. Department of Labor's projections for the years 1968-1980 indicate that employment in service categories will far outdistance growth in other categories.

Though the service industries share many defining characteristics, it is possible to divide them into two broad categories - personal services and public services. These two categories reflect a division in terms of the economics of service provision. Personal services are those provided to and paid for by the consumer

on an individual basis. Public services are those services which are made available to the population in general.

A breakdown of services is possible in terms of the provider of the services. Personal services are ordinarily provided by the private sector in response to consumer demand. Public services are furnished by the public sector - in this instance state, local, and federal governments - to meet the needs, demands, and responsibilities of society at large.

Public Services

Nowhere is the increase in the number of service occupations and positions more noticeable than in the government public service. As the role of government expands there is an ever-present need for personnel with both traditional skills and the wherewithal to provide services. Recent data indicate the number of employees in federal, state, and local governments has increased during the decade 1960-1970 at a rate of 4 ½ % a year, a figure over twice the rate of increase of the labor market as a whole. A continued rise is projected from a civilian labor force of 13 million people to approximately 16 million in 1980, or an increase of about 2.9% a year.

Public service occupations are those occupations pursued by persons performing the functions necessary to accomplish the mission of local, county, state, and federal governments. These missions reflect the services desired or needed by individuals or groups of individuals in society. They are performed through arrangements or organizations established by society, normally on a nonprofit basis and usually supported by tax revenue. Some typical public service functions are: law enforcement, fire protection, building and public way safety, environmental control and design, consumer protection, civil rights, community improvements, library services, parks and recreation, correctional behavior development.

The relatedness of the specifically named services become evident when they are classified as either municipal or social development services. Municipal services are services which attempt to regulate, manipulate, or contribute to the richness or wholesomeness of the physical, institutional, or social environment to the benefit of the public. The main focus of municipal services is the public domain and its maintenance and improvement for the general welfare. Social development services aim to assist individuals in their growth and development so that they might improve their ability to function as unique individuals in the society. The main focus of these services is the individual.

Public service careers are not new, though the scope and nature of public service careers has changed greatly. As opposed to the nineteenth century, when bureaucratic duties were relatively simple, today there is an increased demand for individuals with varied and specialized skills. The nature of public service has changed in terms of the methods used to appoint many of the government employees.

Before the creation of tne present system it was not unusual for elected officials to use government offices to supply jobs to political party workers. Today, 85% of the federal bureaucracy and 75% of state and local employees are selected on the basis of merit determined competitively under the Civil Service System's examination. The Civil Service Act, or Pendleton Act of 1883, established a bipartisan Civil Service Commission under which employees are chosen through competitive examination. The basic purpose of the act was to transfer the power of appointment from politicians to bipartisan committees.

Civil Service Procedure

Examinations for various positions are held by civil service boards located in major population areas. Those who pass the exam are put on a "list of eligibles." When a job opens up in an agency, the Civil Service Commission provides the names of three people highest on the eligibility list. The agency must the choose one of the three names. Under a system of "veteran preference," disabled veterans and certain members of their families receive up to 10 extra points on their examination score; most other honorably discharged veterans receive five points.

Before being accepted for employment, an investigation is made of the reputation, character, and loyalty of the applicant. The Civil Service Commission conducts most of these investigations, but if the job is in the national security area the FBI usually conducts the background check.

The applicant is free to join one of the numerous unions and employee organizations that represent Civil Service workers.

The Nature of Civil Service Positions

Government workers receive annual vacations that increase from 2 to 5 weeks. They receive liberal sick leave and fringe benefits. They may express political opinions though under the Hatch Act they may not take an active part in party politics or campaigns or run for political office. Retirement normally occurs at age 70, but depending on length of service retirement with a pension between the ages of 55 and 62 is possible, often with more than half pay for the remainder of life. A government career offers a high degree of security because firing a career federal worker is difficult, involving a hearing and appeals. A government employee may be fired for cause or if he/she is adjudged a security risk.

Careers in public service occupations should be considered. It is predicted that in the next 10 years, state and local governments will be making the biggest percentage increase in employment.

## LEARNING ACTIVITY PACKAGE 28

Category: Personal and Public Service Occupations (General)

Focus: Student Career Decision Making and Planning

Activity: Tentative Career Plan

Objective: At the conclusion of this lesson, the student will have a completed tentative career plan for the occupation of his/her choice within the personal and public services field.

EQUIPMENT, SUPPLIES, AND FORMS

1. Cumulative Career Index.
2. Occupational Outlook Handbook.
3. Any careers class reference sources which have been used throughout the course.
4. Paper.
5. Tentative Career Plan Forms for student (see sample form enclosed in this learning package).

RATIONALE

The purpose of this lesson is to acquaint students with the requirements, qualifications, training opportunities, etc. needed for the occupations of their choice. It requires that the students develop a strategy for the achievement of career goals and formulate leisure pursuits and related activities that will aid in the attainment of the specified career goals.

SUGGESTED PROCEDURE

Review the format of the Tentative Career Plan. Encourage students to ask questions concerning the meaning of phrases on the Career Plan Sheet. Distribute one sheet per student and call students' attention to the available references which should be used in completing this plan.

After an introductory explanation, students should individually complete their tentative career plans. They should be encouraged to carefully consider the questions asked and provide as detailed answers as possible. Students should utilize information gained throughout the course, as well as from available references, to complete this Tentative Career Plan.

PERSONAL AND PUBLIC SERVICE TENTATIVE CAREER PLAN

NAME: _____ GRADE: _____

TENTATIVE CAREER CHOICE: _____

OCCUPATIONAL AREA: _____

SERVICE INDUSTRY: _____

Nature of Work:

Requirements and Qualifications:

Available Training Opportunities

Recommended High School Courses:

Employment Outlook:

Working Conditions:

Potential Earnings:

Lifestyle Which Might Be Anticipated:

Helpful Related Leisure Pursuits:

Sources of Additional Information:

CAREER PLAN: List the steps necessary to acquire selected career.
Explain each step as much as possible.

1. High School?

2. College? Major:
Training Program?

3. Apprenticeship?

4. Experience?

5. Examination?

6. Certification?

Alternate Career Choice _____

## LEARNING ACTIVITY PACKAGE 29

Category: Personal and Public Service Occupations (General)

Focus: Determination of Post-Cluster Student Knowledge Level

Activity: Administer Posttest

Objective: At the conclusion of this lesson, the student will have demonstrated his/her level of knowledge about personal and public service occupations gained via participation in the Personal and Public Service Cluster. This level of knowledge possessed by the student will be determined by examining his/her posttest scores.

EQUIPMENT, SUPPLIES, AND FORMS

1. One copy of posttest per student (see sample enclosed in Learning Activity Package 1).
2. One answer sheet per student (see sample enclosed in Learning Activity Package 1).
3. Key to posttest (see sample enclosed in Learning Activity Package 1).
4. Pencils.
5. One copy of Career Word Puzzle per student (see sample enclosed in this learning package).
6. Key to word puzzle (see sample enclosed in this learning package).

RATIONALE

The purpose of this activity is to determine how much knowledge each student has about Personal and Public Service occupations. This information is beneficial to both teacher and student in that by comparing pre- and posttest scores the effectiveness of teaching methods and the level of student learning can be evaluated.

SUGGESTED PROCEDURE

1. At the beginning of class, distribute the answer sheet forms to the students.
2. Announce to the class that they will be taking a posttest to measure their knowledge of personal and public service occupations. Require that each student complete the test, but in no way use the score in determining the student's grade in the cluster. Pretest scores can be compared with the posttest scores to determine the progress made by the student and the effectiveness of the teaching methods. Encourage students to do as well as they can on the test, and to guess if they aren't sure of the correct answers. One 50-minute period is needed to administer the posttest. Collect all tests and answer sheets.
3. It is recommended that the teacher provide students who finish early with a career-related activity. Enclosed in this learning activity package is a Career Word Puzzle. Any similar material can be substituted by the teacher (i.e., articles to read, crossword puzzles, exercises, etc.).

## CAREER WORD PUZZLE

See if you can circle all 38 occupations spelled out below. The words are spelled backward and forward. You can find the words by looking from left to right . . . right to left . . . from top to bottom . . . and even diagonally! Use the list in the box to keep track of the words you've found. Answers are on the next page.

| | |
|---|---|
| GUIDE | GUARD |
| BARTENDER | MAID |
| ORDERLY | MAIL CARRIER |
| CONDUCTOR | CLERK |
| RECREATIONAL THERAPIST | PORTER |
| MILLER | USHER |
| PILOT | BELLHOP |
| JEWELER | TEACHER |
| COOK | SOCIOLOGIST |
| BAKER | DANCER |
| WAITER | FORESTER |
| WELDER | UNDERTAKER |
| UPHOLSTERER | DRESSMAKER |
| PAINTER | COMEDIAN |
| ACTOR | NURSE |
| PIANO TUNER | LIBRARIAN |
| TAILOR | MODEL |
| PHOTOGRAPHER | JANITOR |
| REPORTER | CANDYMAKER |

A U E M A I D L P S B E L L H O P S S O M T C A D I C
B N F A O R P L A N E H O R T E S S B U S M I T Y L I
C D O I D A N C I M A K N A M G T Y S I F L O B E K R
O A R L W S T E N M I J F R E T R O P G C L R R H E E
M R E C E E A D T R E K A M Y D N A C T I O K S P D C
E T S A S G J G E E C S R E R R R B R P T S I O C A N
D R T R T U P A R C A U A E G E S O T C E F R X O J A
I R E R I I H P N R N N R P H N T D U U R T E L O M D
A R R I N D O I Y B E E S T R I E D N H E M T I K O R
N E C E N E J A A R T R L J N A N W X R L V A K T U V
A K O R A S A D E S E A R A U O O T A I L O R N R O Y
R A M S I R T N L K N L J V C Y S T U L I E I A L P S
E M J P O E H O A O E A G R T R U O E Y M I T Y N R P
N S E P N G H M I D R A U G E H T R C W X L S P A E O
U S W D I P E T F Y B T S A A K W V E I T R E S I L L
T E E S U I A M L T R E U H C T A L V L O P H Z R E I
O R R E D E B U E E R N E I H U I T T W J L M H A W T
N D N U R S E T U A E D A B E E T O R U E L O A R E Y
A M S C E O F R O T C A R A R Y E J H E W P D G B J M
I N E S Z A P A E T F R A K O A R L K A D M E T I E A
P R E Y L R E D R O P T I E W E L D E R R N L E L S N
E P H O T O G R A P H E R R L O A R E H S U U G I S T

Teacher's Key

## CAREER WORD PUZZLE

See if you can circle all 38 occupations spelled out below. The words are spelled backward and forward. You can find the words by looking from left to right . . . right to left . . . from top to bottom . . . and even diagonally! Use the list in the box to keep track of the words you've found. Answers are on the next page.

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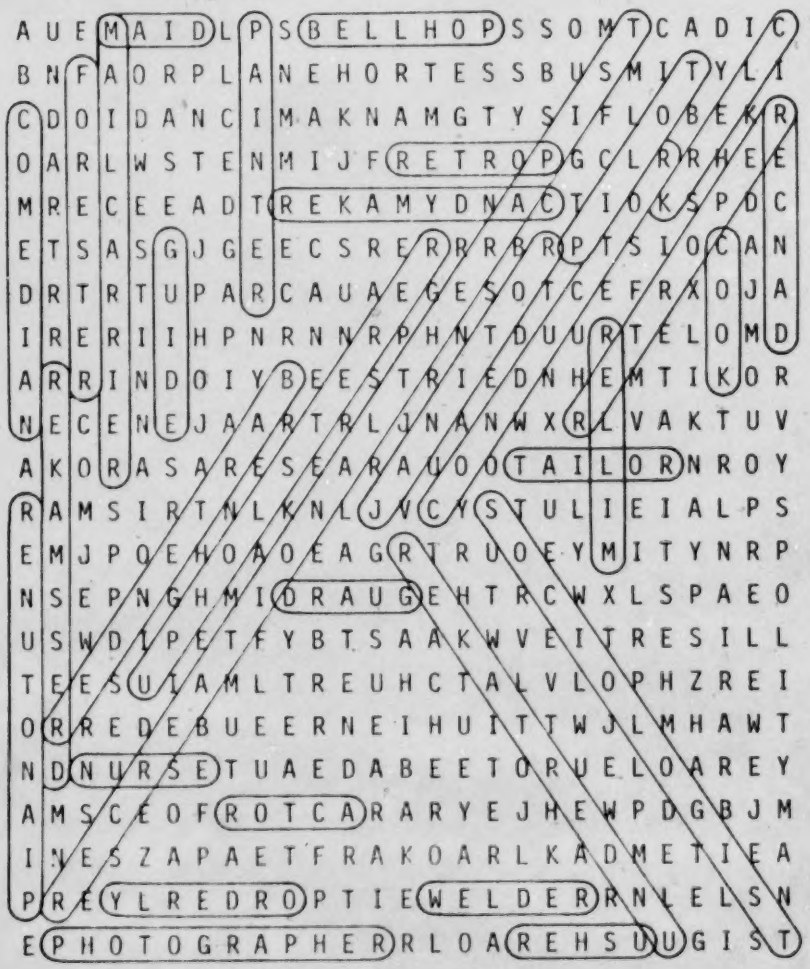
| UPHOLSTERER | DRESSMAKER |
| PAINTER | COMEDIAN |
| ACTOR | NURSE |
| PIANO TUNER | LIBRARIAN |
| TAILOR | MODEL |
| PHOTOGRAPHER | JANITOR |
| REPORTER | CANDYMAKER |


A U E M A I D L P S B E L L H O P S S O M T C A D I C
B N F A O R P L A N E H O R T E S S B U S M I T Y L I
C D O I D A N C I M A K N A M G T Y S I F L O B E K R
O A R L W S T E N M I J F R E T R O P G C L R R H E E
M R E C E E A D T R E K A M Y D N A C T I O K S P D C
E T S A S G J G E E C S R E R R R B R P T S I O C A N
D R T R T U P A R C A U A E G E S O T C E F R X O J A
I R E R I I H P N R N N R P H N T D U U R T E L O M D
A R R I N D O I Y B E E S T R I E D N H E M T I K O R
N E C E N E J A A R T R L J N A N W X R L V A K T U V
A K O R A S A R E S E A R A U O O T A I L O R N R O Y
R A M S I R T N L K N L J V C Y S T U L I E I A L P S
E M J P O E H O A O E A G R T R U O E Y M I T Y N R P
N S E P N G H M I O R A U G E H T R C W X L S P A E O
U S W D L P E T F Y B T S A A K W V E I T R E S I L L
T E E S U L A M L T R E U H C T A L V L O P H Z R E I
O R R E D E B U E E R N E I H U I T T W J L M H A W T
N D N U R S E T U A E D A B E E T O R U E L O A R E Y
A M S C E O F R O T C A R A R Y E J H E W P D G B J M
I N E S Z A P A E T F R A K O A R L K A D M E T I E A
P R E Y L R E D R O P T I E W E L D E R R N L E L S N
E P H O T O G R A P H E R R L O A R E H S U U G I S T

## STUDENT FORMS

Materials:

1. Table of Contents Sheet
2. Personal and Public Service Minimum Requirements Sheet
3. Daily Evaluation Sheet
4. Resource Person Information Sheet
5. Field Trip Observation Form
6. Interview Questions Sheet
7. Observation/Interview Form

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PERSONAL AND PUBLIC SERVICE

MINIMUM REQUIREMENTS SHEET

In order to guarantee maximum student participation, the following minimum requirements have been established.

Pretest

Observation/Interview Forms
(Done independently, outside of class)

Outside Opinion Questionnaires
(Done independently, outside of class)

In-class Daily Evaluation Sheet
(Pick days when there is no other specific form to complete)

Field Trip Observation Forms
(Complete one for each field trip)

Resource Panel Reaction Forms
(Complete one for each panel of Resource Persons)

Resource Person Information Sheets
(Complete one for each Resource Person)

Posttest

Tentative Career Plan

NOTE TO STUDENT: There is space provided to evaluate two class days per sheet. Record the day of the week and the date of the class being evaluated. Briefly describe the activity which occurred in class. Make positive and negative comments in the appropriate columns. Your constructive suggestions for improvement are recorded in the last column. Make sure that you do a thorough job when evaluating a given class. You are required to evaluate days when you are not working on another student form. (Examples: films, filmstrips, lecture, discussion, game, lab, problem-solving, etc.)

NAME_____

IN-CLASS DAILY EVALUATION SHEET

| Day:<br>Date: | ACTIVITY BEING EVALUATED | POSITIVE FEEDBACK | NEGATIVE FEEDBACK | SUGGESTIONS |
|---|---|---|---|---|
| | | | | |

| | | | | |
|---|---|---|---|---|
| | | | | |

RESOURCE PERSON INFORMATION SHEET

Resource Person: _____ Date: _____

Occupational Area: _____ Your Name: _____

NOTE TO STUDENT: You are required to complete one of these forms for every resource person visiting our class. In order to receive credit, be as thorough as possible.

1. List typical jobs within the occupational area:

2. Job responsibilities:

3. Working conditions:

4. Personality traits needed for occupational area:

5. Education and/or training required:

6. Advantages and disadvantages of occupational field:

7. Advancement opportunities in this occupational field:

8. Salary range (approximate starting to estimated maximum):

9. Your personal reaction to this occupational area as described by the speaker:

10. Describe your reaction to this speaker and make recommendations for improvement:

FIELD TRIP OBSERVATION FORM

Student Name _____

I. Job title _____

II. Description of major job duties (please list).

A. _____

B. _____

C. _____

D. _____

E. _____

III. Job characteristics. Check those which apply to a worker in this occupation.

___ A. Able to see physical results of work.
___ B. Competitive — must compete for advancement.
___ C. Directs activities of others — supervisory.
___ D. Helps people.
___ E. High level of responsibility.
___ F. Motivates others — must have ability to influence others.
___ G. Repetitious work.
___ H. Requires physical stamina.
___ I. Self-expression is encouraged.
___ J. Closely supervised by superiors.
___ K. Works with technical data.
___ L. Works with people.
___ M. Works alone.
___ N. Manual skills required.

IV. Educational requirements.

A. Check level required for this occupation.

___ 1. High school education desirable.
___ 2. High school education required.
___ 3. Junior college or trade school.
___ 4. Four year college — baccalaureate.
___ 5. Advanced degree — master's.
___ 6. Advanced degree — doctorate.

B. Where can this education be obtained? Name one or two schools or industries where training is available (addresses, if available).

_____

_____

C. List the course or subject areas one would need to study for this job.

_____

_____

_____

_____

D. How many years of experience and what type of training is needed before entering this occupation?

_____

_____

_____

V. Employment opportunities.

A. List employers in your area who employ people for this job.

_____

_____

B. What starting wage or salary could one expect? _____

C. How are wages determined?

Union ___ Individual contract ___ Salary schedule ___

D. What position could a person advance to after experience is obtained?

_____

E. How much pay would you expect to receive in this advanced position? _____

F. What are some of the fringe benefits of this occupation?

_____

VI. Job requirements.

A. Is a license or union membership required? _____

B. What must a person do to qualify for this license or membership?

_____

C. Where can this license or membership be obtained?

_____

D. Is bonding necessary? _____

E. Are tools required? _____

F. Do employees buy uniforms? _____

VII. Working conditions. Check those which apply to this occupation.

___ A. Overtime required.
___ B. Outdoor work.
___ C. Indoor work.
___ D. Hazardous conditions (specify). _____
___ E. Variety of jobs.
___ F. Seasonal work.
___ G. Travel required.
___ H. Unusual working hours.
___ I. Dusty or noisy conditions.

VII. Where can additional information about this occupation be obtained?

_____

_____

_____

## INTERVIEW QUESTIONS

The following is a list of questions which could be used when interviewing people about their occupation. This list is not complete and is intended to be used as a "helper" in thinking up other questions.

1. Why did you pick this job?
2. How did you get started in your occupation?
3. How did you choose your place of training?
4. What educational, training, and other qualifications are there for the job?
5. If you should wish to change jobs, would the training contribute in any way?
6. Do you think this job would have a good future for me?
7. How could I get started in this career?
8. What is the salary range of this occupation?
9. What could a beginning person expect to make?
10. What are the fringe benefits?
11. Do you get paid vacations?
12. Do you have medical insurance?
13. Is there any chance of being laid-off? If so, how many times a year?
14. What sort of planning does this business have for retirement?
15. What do you or don't you like about your job?
16. What are the advantages?
17. What are the disadvantages?
18. What are the hours and working conditions?
19. Do you ever have to work holidays? If so, which ones?
20. Do you ever work on weekends?
21. Is there a special uniform you must wear, or are you free to wear what you want? Does the company provide the uniform or does the employee?
22. What tools do you need?
23. Do you have to buy your own equipment?
24. What are the physical requirements?
25. What do you do in this occupation?
26. How much traveling is involved?
27. What kinds of people do you work with?
28. Is there any chance for advancement?

29. What are your responsibilities?
30. Do you belong to a union?
31. What's a typical day like for you in this job?
32. Is there any on-the-job training?
33. Has there ever been a time when you couldn't stand your job? If so, why and when?
34. Do you have to move if the company does?
35. What work experience did you have before you started to work in this occupation?
36. Who depends on your work? Upon whom do you depend?
37. Are there opportunities for advancement in this job? If so, what are the requirements for advancement?
38. How does your job affect your personal life?
39. What kinds of people do you meet?
40. Do you work mainly with people or things?
41. Do you work a lot with ideas?
42. Does your job offer opportunities to be creative?
43. Are people with your kinds of skills usually needed - even when business may be bad?
44. Is your work at all seasonal?
45. Could you briefly describe the personal qualities a person would need to do your job - strength, height, agility, ability to think rapidly, ability to make decisions, ability to deal with other people, etc.?
46. Would you recommend this kind of work for your children?
47. How do you spend your time after work?
48. If you could have any job in the world, what would you like to be?
49. Do you still go to school for special training?
50. When are people promoted? When are people fired?

OBSERVATION/INTERVIEW FORM

NOTE TO STUDENT: These experiences are to be completed outside of class. You will need to select several people to observe and interview about different jobs. Don't use the same people or jobs that were used for the questionnaires. Check with the teacher before doing the observation/interviews. Make an appointment with the person to be observed and interviewed. Don't just walk into a place and try to complete the assignment. In setting up the appointment, explain that you are doing this as a careers class assignment. Tell the worker that you will need to observe him/her working for 1/2 hour, then interview him/her briefly to complete the form. Ask what would be this person's best time. Do it at his/her convenience. While observing the worker you are recording what you observe in Part I - Observing. . . . Then on to the interview portion of the assignment.

YOUR NAME _____ COMPANY _____

DATE _____ NAME OF EMPLOYEE _____

OCCUPATION _____

PART I: INFORMATION GATHERED DURING OBSERVATION

1. Job responsibilities:

2. Working conditions:

3. Personality traits needed for this occupation:

4. How worker is treated by customers (if applicable):

5. How worker is treated by coworkers:

6. How worker is treated by supervisor:

7. Advantages and/or disadvantages of occupation you have observed:

8. Describe your likes/dislikes of occupation observed:

PART II: INFORMATION GATHERED DURING INTERVIEW

NOTE TO STUDENT: After observing the worker for 1/2 hour, take a few minutes to talk with him/her about the questions on Part II - Interviewing. Record the worker's responses accurately. When you have finished with the interview, get the worker's signature and date. Thank him/her, and you are finished. (You'll also need to sign this form.) Be sure to schedule the Observation/Interview so that it's at a good time in the worker's day.

1. Job responsibilities you have:

2. Working conditions of your job:

3. Personality traits you find helpful in your job:

4. How you are treated by your customers:

5. How you are treated by your coworkers:

6. How you are treated by your supervisor:

7. Advantages and/or disadvantages you can see in your job:

8. What do you like/dislike about your job?

Employee's Signature DATE: _____

_____

Company: Student Signature:

_____ _____

CAREER LISTS PACKET

I. Personal and Public Service Careers - Overview Diagram

II. Career Lists

A. Hospitality Careers

1. Food Service Occupations
2. Hotel and Lodging Occupations
3. Recreation and Tourism Occupations

B. Institutional and Home Management Careers

C. Home Furnishings, Equipment, and Service Careers

D. Clothing Management, Production, and Service Careers

E. Personal Services

F. Human Development Service Careers

1. Child Care Occupations
2. Educational Occupations
3. Social Welfare Occupations

G. Protection Service Careers

1. Law Enforcement, Probation, and Corrections Occupations
2. Fire Safety Occupations

H. Transportation Service Careers

1. Air Travel Occupations
2. Water Travel Occupations
3. Land Travel Occupations

I. Government Service Careers

HOSPITALITY

PERSONAL AND PUBLIC SERVICES

GOVERNMENT

INSTITUTIONAL AND HOME MANAGEMENT

TRANSPORTATION

HOME FURNISHINGS, EQUIPMENT, AND SERVICE

PROTECTION

CLOTHING MANAGEMENT, PRODUCTION, AND SERVICE

BARBERING AND COSMETOLOGY

HUMAN DEVELOPMENT SERVICES

HOSPITALITY CAREERS

SPECIALTY: FOOD SERVICE OCCUPATIONS

PRODUCTION

- Short Order Cook
- Salad Cook
- Vegetable Cook
- Baker
- Cook
- Chef

SERVICE

- Busboy/Girl
- Waiter/Waitress
- Carhop
- Host/Hostess

SUPPORT

- Dishwasher
- Potwasher
- Kitchen Steward
- Sanitation Supervisor

CONTROL

- Receiver
- Food Runner
- Food Checker
- Storeroom Steward

MAINTENANCE

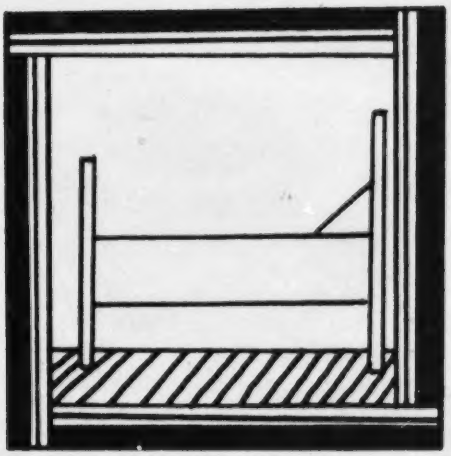
- Housekeeper
- Groundskeeper
- Equipment Supervisor
- Maintenance Supervisor

MANAGEMENT

- Purchasing Agent
- Personnel Director
- Assistant Manager
- Manager

HOSPITALITY CAREERS

SPECIALTY: HOTEL AND LODGING OCCUPATIONS



FRONT DESK SERVICES

- Desk Clerk
- Switchboard Operator
- Reservation Clerk
- Cashier

GUEST SERVICES

- Doorperson
- Bellhop
- Elevator Operator
- Room Service Attendant
- Activities Director
- Security Officers

MAINTENANCE SERVICES

- Maid
- Maintenance Worker
- Laundry Room Worker
- Executive Housekeeper

MANAGERIAL SERVICES

- Food Service Manager
- Catering Manager
- Conventions Manager
- Assistant Manager
- Manager

HOSPITALITY CAREERS

SPECIALTY: RECREATION AND TOURISM OCCUPATIONS

RECREATION

- Camp Counselor
- Recreation Program Leader
- Playground Supervisor
- Activity Specialist
- Recreation Program Coordinator
- Recreation Supervisor
- Recreation Facility Manager
- Director of Recreation
- Park District Director

TOURISM

- Information Clerk
- Travel Counselor
- Visitor's Guide
- Car-Rental Clerk
- Airline Consultant
- Travel Agent
- City Tourism Director
- Tour Escort
- Tour Guide

INSTITUTIONAL AND HOME
MANAGEMENT CAREERS

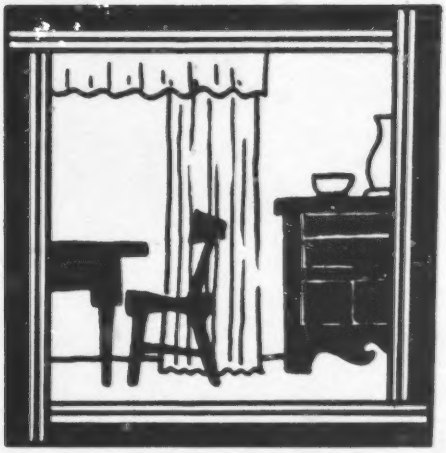
HOME MANAGEMENT OCCUPATIONS

Housekeeper
Homemaker Aide
Household Manager
Consumer Consultant
Home Service Representatives
Cooperative Extension Service Worker
Home Economist

INSTITUTIONAL MANAGEMENT OCCUPATIONS

Janitor/Janitress
Contract Building Cleaner
Specialty Cleaner -- Carpet,
Furniture, Windows
Building Custodian
Executive Housekeeper
Building Assistant Manager
Building Manager

## HOME FURNISHINGS, EQUIPMENT, AND SERVICE CAREERS



### INTERIOR DESIGNERS

- Shopper
- Stockroom Assistant
- Assistant Decorator
- Junior Designer
- Interior Furnishings Coordinator
- Interior Decorator (A.I.D.)

### HOME FURNISHINGS CONSTRUCTION

- Drapery Construction Specialist
- Home Furnishings Seamstress
- Slip Cover Seamstress

### HOME FURNISHINGS, EQUIPMENT

- Household Equipment Adviser
- Home Furnishings Adviser
- Drapery Consultant
- Accessories Adviser
- Home Lighting Consultant
- Color (Paint) Coordinator Consultant
- Kitchen/Bathroom Consultant

CLOTHING MANAGEMENT -
PRODUCTION AND SERVICE CAREERS

INDUSTRIAL PRODUCTION

- Designer
- Sample Maker
- Pattern Maker
- Spreader
- Marker
- Cutter
- Industrial Sewing Machine Operator
- Hand Sewer
- Inspector
- Presser

CUSTOM PRODUCTION

- Dressmaker
- Tailor
- Alterationist

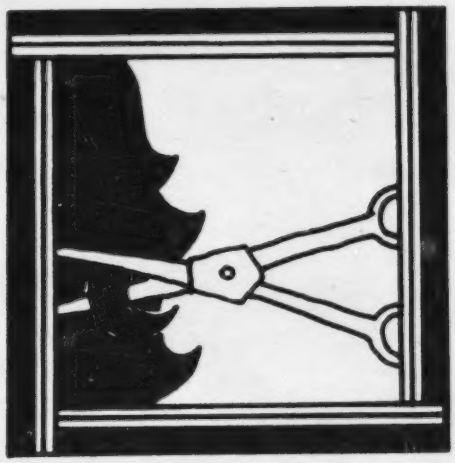
MAINTENANCE SERVICES

- Alterationist
- Counter Clerk
- Marker
- Washman
- Dry Cleaner
- Finisher
- Inspector/Checker
- Seamstress
- Spotter
- Assembler/Bagger

FASHION SERVICES

- Fashion Designer
- Fashion Coordinator
- Bridal Consultant
- Wardrobe Speciality Worker
- Costumer

PERSONAL SERVICES



COSMETOLOGY OCCUPATIONS

- Shampoo Worker
- Manicurist
- Cosmetologist
- Instructor
- Beauty Shop Manager
- Beauty Shop Owner

BARBERING OCCUPATIONS

- Barber
- Hair Stylist
- Instructor
- Barber Shop Manager
- Barber Shop Owner

HUMAN DEVELOPMENT SERVICE CAREERS

SPECIALTY: CHILD CARE OCCUPATIONS

## CHILD CARE SERVICES

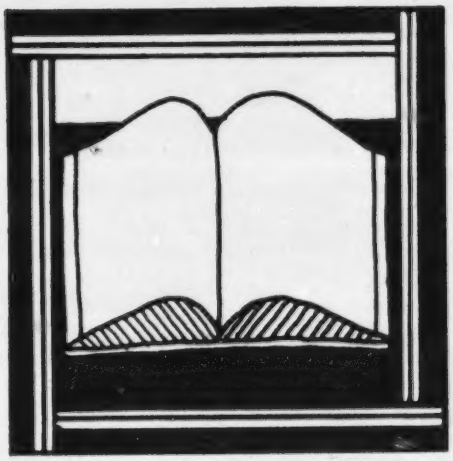
Child Development Aide
Child Development Assistant
Child Development Associate
Child Development Director
Preschool Teacher
Language Development Specialist
Recreational Specialist
Social Worker
Child Psychologist

## HOME AND INSTITUTIONAL CHILD CARE SERVICES

Homemaker Aide
Day Care Parent
Foster Parent
Cottage Parent
Cottage Director

HUMAN DEVELOPMENT SERVICE CAREERS

SPECIALTY: EDUCATIONAL AND RELATED OCCUPATIONS



INSTRUCTIONAL PERSONNEL

- Educational Assistant (Teacher Aide)
- Early Childhood Education Teacher
- Special Education Teacher
- Elementary Teacher
- Secondary Teacher
- Community College Instructor
- College/University Professor
- Educational Administrator

ANCILLARY SERVICES

- Reading Specialist
- Speech and Hearing Specialist
- Guidance Counselor
- School Social Worker
- School Psychologist

RELATED OCCUPATIONS

- Library Aide
- Library Technical Assistant
- Media Specialist
- Librarian

HUMAN DEVELOPMENT SERVICES CAREERS

SPECIALTY: SOCIAL WELFARE OCCUPATIONS

SOCIAL SERVICES

Neighborhood Worker
Community Worker
Case Work Aide
Social Service Aide
Case Worker
Social Worker
Day Care Licensing Representative
Child Welfare Researcher
Social Welfare Agency Director

COUNSELING SERVICES

Employment Aide
Employment Counselor
Vocational Counselor
Marriage Counselor
Family Counselor
Child Psychologist
Clinical Psychologist

PROTECTION SERVICE CAREERS

SPECIALTY: LAW ENFORCEMENT, PROBATION AND CORRECTION OCCUPATIONS

LAW ENFORCEMENT

- Traffic Warden
- Meter Maid
- Policeman/Policewoman
- Radio Dispatcher
- Police Photographer
- Laboratory Technician
- Sergeant
- Lieutenant
- Captain
- Chief
- Detective
- Chief of Detectives
- Trooper -- State Police
- FBI Special Agent
- Secret Service
- Bailiff
- Jailer
- Deputy
- Sheriff

CORRECTIONS

- Guard
- Matron
- Social Worker
- Prison Superintendent (Warden)
- Prerelease Coordinator

PROBATION

- Youth Officer
- Probation Officer
- Parole Officer
- Vocational Counselor
- Social Worker

PROTECTION SERVICE CAREERS

SPECIALTY: FIRE SAFETY OCCUPATIONS

FIREFIGHTING

- Fire Alarm Dispatcher
- Assistant Chief Dispatcher
- Chief Dispatcher
- Marine Engineer
- Firefighter
- Motor Pump Operator
- Fire Lieutenant
- Fire Captain
- Battalion Chief
- Deputy Chief

FIRE PREVENTION AND INVESTIGATION

- Firefighter
- Fire Investigation Lieutenant
- Fire Prevention Lieutenant
- Fire Prevention Captain

MANAGEMENT DUTIES

- Assistant Fire Chief
- Deputy Chief
- Chief Fire Marshall
- Fire Chief

ALLIED OCCUPATIONS

- Fire Inspector
- Plant Protection Inspector
- Fire Alarm Superintendent
- Fire Safety Supervisor
- Fire Insurance Inspector
- Fire Insurance Adjuster

PROTECTION SERVICE CAREERS

SPECIALTY: ENVIRONMENTAL SAFETY OCCUPATIONS

AIR

Air Pollution Control Worker
Smoke Tester
Air Monitoring Technician
Air Pollution Control Meteorologist
Air Pollution Control Engineer

WATER

Wastewater Disposal Worker
Public Health Engineering Aide
Water and Waste Treatment Plant Operator
Sanitarian
Water Quality Chemist
Public Health Bacteriologist
Sanitation Aide

LAND USE PLANNING

Surveyor Assistant
City Planning Aide
Urban Planning Technician
Zoning Inspector
City Planning Engineer
Regional Planner
Architectural Engineer

TRANSPORTATION SERVICE CAREERS

SPECIALTY: AIR TRAVEL OCCUPATIONS

GROUND OCCUPATIONS

Baggage Handler
Ground Crew
Ticket Clerk
Traffic Agent
Radio Operator
Air Traffic Controller

AIR OCCUPATIONS

Flight Attendant
Flight Steward/Stewardess
Flight Engineer
Co-Pilot
Pilot

TRANSPORTATION SERVICE CAREERS

SPECIALTY: WATER TRAVEL OCCUPATIONS

Dock Worker

Ordinary Seaman

Able Seaman

Boatswain

Deck Utilityman

Ship's Carpenter

Wiper

Oiler

Fireman/Watertender

Deck/Engine Mechanic

Ship's Electrician

Steward's Department (Chief Steward, Chief Cook, Assistant Cook, Utilityman, Messman)

Purser

Radio Officer

Engine Department (Chief Engineer, First Assistant Engineer, Second Assistant Engineer, Third Assistant Engineer)

Deck Officer (Chief Mate, Second Mate, Third Mate)

Ship's Captain

TRANSPORTATION SERVICE CAREERS
SPECIALTY: LAND TRAVEL OCCUPATIONS

RAILROAD OCCUPATIONS

Brakeman
Locomotive Fireman
Conductor
Locomotive Engineer

DRIVING OCCUPATIONS

Parking Attendant
Taxi Driver
Local Transit Busdriver
Intercity Busdriver
Local Truck Driver
Long-Distance Truck Driver

## GOVERNMENT SERVICE CAREERS

(Examples of Illinois agencies and departments offering opportunities for employment in public service occupations.)

### DEPARTMENT OF AGING

- Program Planning
- Field Service

### CHILDREN'S AND FAMILY SERVICES

- Office of Child Development
- Social Service Planning
- Education and Rehabilitation Service

### CORRECTIONS

- Adult Community Centers
- Parole Services
- Family and Youth Counseling

### LAW ENFORCEMENT

- Division of Fire Prevention
- Illinois Bureau of Investigation
- State Police Division

### LOCAL GOVERNMENT AFFAIRS

- Community Services
- Housing and Buildings
- Research and Planning

### TRANSPORTATION

- Division of Highways
- Division of Waterways
- Division of Aeronautics

### ENVIRONMENTAL PROTECTION AGENCY

- Water Pollution Control
- Noise Pollution Control
- Air Pollution Control
- Laboratory Services

PERSONAL AND PUBLIC SERVICES OCCUPATIONS

REFERENCES

BOOKS

General

Career Opportunities - Community Service for Related Specialists.

Edited by S. Bayliss, et al. J.G. Ferguson Publishing Co.: Chicago, IL 60600 (1970).

Careers - Exploration and Decision.

Jack L. Rettig. Prentice-Hall: Englewood Cliffs, NJ 07632 (1974).

Exploring Careers.

John J. Masci and Art Associates, Inc. Educational Design: 47 West 13th Street, New York, NY 10011.

Looking Forward to a Career in Home Economics.

Jo Netson. Dellon Press: Minneapolis, MN 55400 (1970).

Occupational Outlook Handbook, 1974-75 Editions.

U.S. Department of Labor, Bureau of Labor Statistics. For sale by Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Resources and Instructional Materials for Obtaining Information About Careers (Bulletin 42-573).

Illinois Office of Education, Media and Resource Center: 100 North First Street, Springfield, IL 62777

Yellow Pages of Learning Resources.

Group for Environmental Education: Philadelphia, PA 19107

Child Care

Exploring Careers in Child Care.

McKnight and McKnight Publishing Co.: Bloomington, IL 61701 (1974).

Identification of Tasks in Home Economics and Related Occupations: Care/Development of Children.

Department of Public Instruction: Grimes State Office Bldg., Des Moines, IA 50319 (1974).

Introduction to the Babysitter.

Orange County Career Development Program: 410 Woods Avenue, Orlando, FL 32805 (1973). Free.

## Clothing

Identification Tasks in Home Economics and Related Occupations: Clothing, Apparel for Textile Services.

Department of Public Instruction: Grimes State Office Bldg., Des Moines, IA 50319 (1974).

Career Exploration in the Fashion Industry.

Developed by Fashion Institute of Technology, New York (1973). Superintendent of Documents: U.S. Government Printing Office, Washington, DC 20402.

Opportunity for a Future in the Dry Cleaning Industry.

National Institute of Dry Cleaning: Silver Springs, MD 20900.

Sewing Futures.

Singer Industrial Products: 250 Fifth Ave., New York, NY 10001. Free.

In Textiles, A Career Comes with Every Job.

American Textile Manufacturers Institute, Inc.: 1501 Johnston Bldg., Charlotte, NC 28202. Free.

## Food Service

Careers for Youth in the Food Service Industry.

National Institute for the Food Service Industry: 120 S. Riverside Plaza, Chicago, IL 60606.

Exploring Careers in Hospitality and Food Service.

McKnight and McKnight Publishing Co.: Bloomington, IL 61701 (1972).

Focus on Food.

Puk Morgan, Sukler and Washington. McGraw-Hill Book Co., Webster Division: Manchester Road, Manchester, MO 63011 (1974).

Food Preparation for Hotel, Restaurants, and Cafeterias.

Robert G. Haines. American Technical Society: Chicago, IL 60637 (1968).

## Transportation

Exploring Careers in Transportation: A Guide for Teachers.

Curriculum Development Center, Vocational Education: University of Kentucky, Lexington, KY 40506 (1974).

You Can Work in the Transportation Industry.

Betty Dietz. John Day Company: New York, NY 10000.

Occupations in Transportation.

U.S. Department of Health, Education and Welfare: Washington, DC 20000.

FILMS, FILMSTRIPS, TAPES

Butterick Fashion Marketing Co., Education Department, 161 Sixth Ave., New York, NY 10013: Careers in Child Care and Youth Guidance (four filmstrips and cassettes), Careers in the Fashion Industry (four filmstrips and cassettes), Careers in the Food Industry (four filmstrips and cassettes), Careers in Housing: The Interior (four filmstrips and cassettes).

Counselor Films, Inc., 2100 Locust Street, Philadelphia, PA 19103: The following titles are available as 16 mm films or filmstrips and cassette tapes: Is a Career in the Restaurant Business for You?, Is a Career in Motor Freight Transportation for you?, Is a Career in the Textile or Apparel Industry for You?, Is a Career in Food Preparation for You?, Is a Career in Civil Aviation for You?, Is a Railroad Career for You?

Coca-Cola U.S.A., P.O. Drawer 1734, Atlanta, GA 30301: Write Your Own Ticket, Take a Giant Step, Meet a V.I.P., The Right Formula for Success, The Way the Cookie Crumbles (filmstrips).

Illinois Office of Education, Media and Resource Center, 100 North First Street, Springfield, IL 62777: Is a Career in the Service Industries for You?, Is a Career in Government for You?, Is a Career in Radio or Television for You?, Is a Career in the Hotel or Motel Business for You?, Is a Career in the Professions for You? (16 mm films).

National Restaurant Association, No. 1 I.B.M. Plaza, Chicago, IL 60606: Food Service - A Career to Consider, Where Do I Go from Here? (filmstrips).

Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, IL 60614: Job Opportunities in a Restaurant (filmstrip).

The J.C. Penney Co., 1301 Avenue of the Americas, New York, NY 10019: Career Decisions - Finding, Getting, and Keeping a Job (filmstrips).

Visual Education Corporation, Macmillan Publishing Company, Inc., Riverside, NJ 08075. The following titles are cassette tapes about a specific career. Personnel Manager, Psychiatric Social Worker, Bus Driver, Airline Flight Officer, Sanitation Worker, Air Quality Technician, Urban Planner, Food Franchise Worker, Travel Agent, Hotel Manager, Athletic Coach, Chauffeur, Cosmetologist, Dry Cleaning Worker, Food Service Manager, Interior Decorator, Home Economist, Building Inspector, Police Officer, School Administrator. The above titles are also available from the Illinois Office of Education, Media and Resource Center, 100 North First Street, Springfield, IL 62777.

PAMPHLETS

Occupations in Library Science.

U.S. Department of Labor, Manpower Administration, U.S. Employment Service (1973) (stock number 2913-0073), Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

OTHER

Career World Magazine.

Published by Curriculum Innovations, Inc.: 501 Lake Forest Avenue, Highwood, IL 60040.

Cumulative Career Index.

Chronicle Guidance Publications, Inc.: Moravia, NY 13118.

The Self-Directed Search.

John L. Holland, Ph.D. Consulting Psychologist Press: 577 College Ave., Palo Alto, CA 94306.

RESOURCES FOR PERSONAL AND PUBLIC
SERVICES OCCUPATIONS CAREER INFORMATION

Amalgamated Clothing Workers of America
AFL-CIO
15 Union Square
New York, NY 10003

Amalgamated Transit Union
5022 Wisconsin Avenue, NW
Washington, DC 20016

American Bakers Association
1700 Pennsylvania Avenue, NW
Washington, DC

American Council on Education
for Journalism
c/o Milton Gross
School of Journalism
University of Missouri
Columbia, MO 65201

American Home Economics Association
2010 Massachusetts Avenue
Washington, DC 20036

American Hotel and Motel Assn.
221 W. 57th Street
New York, NY 10019

American Library Association
DEMCO
Madison, WI

American Petroleum Institute
1217 Avenue of the Americas
New York, NY 10020

American Society for Personnel Adm.
19 Church Street
Berea, OH 44017

American Technology Society
848 East 58th Street
Chicago, IL 60637

American Trucking Association
1616 P St., NW
Washington, DC 20036

Associated Barbers and Beauticians
of America
537 South Dearborn Street
Chicago, IL 60605

Associated General Contractors
of America, Inc.
1957 E Street, NW
Washington, DC 20006

Association for Childhood
Education International
3615 Wisconsin Avenue, NW
Washington, DC 20016

Career Information Service
New York Life Insurance Co.
Box 51
Madison Square Station
New York, NY

Child Study Association of America
9 East 89th Street
New York, NY 10028

Child Welfare Leagues of America, Inc.
44 East 23rd Street
New York, NY 10010

Children's Bureau
U.S. Department of Health,
Education and Welfare
Washington, DC 20016

College Placement Council
65 East Elizabeth Avenue
P.O. Box 2263
Bethlehem, PA 18001

Department of Children and
Family Services
State of Illinois
524 South Second
Springfield, IL 62706

Division of Manpower and
Occupational Outlook
U.S. Department of Labor
Bureau of Labor Statistics
Washington, DC 20212

Department of Public Aid
Training Center
618 E. Washington Street
Springfield, IL 62706

Federal Bureau of Investigation
U.S. Department of Justice
Washington, DC

Holiday Inns of America, Inc.
3796 Lamar Avenue
Memphis, TN 38118

Hotel & Restaurant Employees
and Bartenders
International Union
Robert L. Diefenbach
6 East Fourth Street
Cincinnati, OH 45202

Illinois Commission on
Human Relations
Education Department
160 No. LaSalle Street
Chicago, IL 60601
OR
105 East Monroe
Springfield, IL

Illinois Fair Practices Commission
189 W. Madison Street
Suite 900
Chicago, IL 60602

Illinois Fire Protection Personnel
Standards and Education Commission
628 E. Adams
Springfield, IL 62701

Illinois State Library
Careers Center
701 South Second Street
Springfield, IL 62704
OR
35 E. Wacker Drive
Chicago, IL 60601

Institutional Education
Statler Hall
Cornell University
Ithaca, NY 14850

International Association of
Fire Fighters
AFL-CIO & CLC
1750 New York Avenue, NW
Washington, DC 20006

International Brotherhood of
Teamsters, Chauffeurs, Warehouse-
men & Helpers of America
25 Louisiana Avenue, NW
Washington, DC 20001

International Stewardess News
360 E. First Avenue
P.O. Box 188
Hialeah, FL 33011

National Aerospace Educational
Council
806 15th Street, NW, Room 616
Washington, DC 20005

National Assn. for Retarded
Children, Inc.
386 Park Avenue South
New York, NY 10016

National Association for the
Education of Young Children
1834 Connecticut Avenue, NW
Washington, DC 20009

National Association of Food Chains
1725 Eye Street, NW
Washington, DC 20006

National Association of Hotel/
Motel Accountants, Inc.
28 Duncan Avenue
Jersey City, NJ 07304

National Assn. of Post Office Mail
Handlers, Watchmen, Messengers
& Group Leaders
Warner Building
Washington, DC 20004

National Association of Schools
of Music
One Dupont Circle
Suite 650
Washington, DC 20036

National Committee for Day Care
of Children, Inc.
44 East 23rd Street
New York, NY 10010

National Congress of Parents
and Teachers
700 North Rush Street
Chicago, IL 60611

National Council of Family Relations
1219 University Avenue, SE
Minneapolis, MN 55414

National Executive Housekeepers
Association
Kettering Memorial Hospital
3535 Southern Blvd.
Kettering, OH 45643

National Federation of Settlements
and Neighborhood Centers
232 Madison Avenue
New York, NY 10016

National Institute for the Food
Service Industry
120 South Riverside Plaza
Chicago, IL 60606

National Institute of New Careers
University Research Corporation
4301 Connecticut Avenue, NW
Washington, DC 20008

National Kindergarten Association
8 West 40th Street
New York, NY 10018

National Program on Early
Childhood Education
National Coordination Center
10646 Charles Road
St. Ann, MO 63074

National Restaurant Association
IBM Plaza
Chicago, IL 60606

National Safety Council
425 North Michigan Avenue
Chicago, IL 60612

Tourism Education Corporation
200 Park Avenue
New York, NY 10017

National Society for Crippled
Children and Adults, Inc.
2023 W. Ogden Avenue
Chicago, IL 60612

National Urban League, Inc.
Building for Equal Opportunity
55 East 52nd Street
New York, NY 10022

Northeastern Illinois Transportation
Region
595 South State Street
Elgin, IL 60120

Play Schools Association, Inc.
120 West 57th Street
New York, NY 10019

Public Affairs Committee
381 Park Avenue South
New York, NY 10010

Shoe Service Institute of America
222 West Adams Street
Chicago, IL 60606

Special Libraries Association
235 Park Avenue South
New York, NY 10003

State of Illinois
Department of Personnel
State Office Building
Springfield, IL

The American Dietetic Association
620 North Michigan Avenue
Chicago, IL 60611

The Governors Office of Human Resources
203 No. Wabash Avenue
Chicago, IL 60601
OR
525 West Jefferson
Springfield, IL 62706

The National Executive Housekeepers
Association
Business and Professional Building
Gallipolis, OH 45631

The Newspaper Fund, Inc.
P.O. Box 300
Princeton, NJ 08540